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ABSTRACT

This guide contains resources which can be used to teach elementary and secondary students about the criminal justice system in Boulder, Colorado. The resources can be used or adapted to teach about the justice system of other cities. The guide contains many different kinds of resources. Narrative background information on Boulder County government is provided. A glossary of criminal justice terms is included for teacher reference. Flow charts provide students with information on what could happen to them if they commit a crime or are caught shoplifting, stealing, running away, or in possession of drugs. Various role-play ideas are included: for example, students are asked to try to convince their friend not to steal from stores. One section of the guide contains activities dealing with crime prevention awareness that can be integrated into science, math, art and media, social studies, and writing courses. Students visit a crime lab, convert crime statistics into graphs, create a retus to tell a short story about a crime problem, lead a classroom discussion on crime, and write a story for the school newspaper. By participating in a two hour jury game, students learn to appreciate the importance of a fair and impartial jury. Other resources include crossword puzzles, a juvenile court skit, a questionnaire to survey attitudes toward police, and ideas for bulletin boards. (Author/RM)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TEACHERS ANTI-CRIME PACKET

1979

by
Alex Hunter
Gale Mertz

Alex Hunter, District Attorney - Post Office Box 471
Boulder, Colorado 80306 - (303) 441-3700

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MEMORANDUM

TO: Educators

FROM: Alexander Hunter, District Attorney

RE: Safeguard School Crime Prevention Program

Young people, according to statistics, are more likely to run afoul of the justice system than any other age group. Ironically, young people know little of the justice system in spite of all the television cop shows they watch. If anything, they have more misconceptions about the justice system because of television. In real life, the wheels of justice have never resolved a crime in an hour with time out for commercials. The real wheels of justice grind exceedingly slowly and cases are not resolved for months or even years. All this points out a truth: the justice system is both simple and complicated at the same time.

This packet will help students learn more of the facts of the justice system, and, more importantly, how the facts interact to create the complicated criminal justice system of Boulder County.

The facts are only one part of what students need to know -- not necessarily because they will be arrested but because they may, at some time in their lives, be victims or witnesses to crimes or serve on a jury at a criminal trial.

We would also like students to know what the legal consequences of their actions can be. They need to know where messing around ends, and a misdemeanor or, worse yet, a felony begins. Few adults, not to mention young people, know all the ways illegal behavior can be resolved. Words like "diversion", "restitution", "probation", "personal recognizance" seem familiar but when asked to define them, we end up mumbling, "Well, you know what I mean, right?"

The final, and most important, thing we must give students are some tools and techniques for avoiding spur of the moment decisions which can lead to criminal acts. Many young people find themselves doing something merely because they could not think of a reason not to do it. The values clarification materials are designed to help students develop the techniques to make decisions based on knowledge and ending in a conscious action not a spur of the moment reaction. A further result will be that they will feel good about the decision because they were the controlling decision maker. In terms of crime prevention, if we can accomplish this small step, we will have made a giant leap at the ballooning crime rate in our county.

TEACHER INFORMATION

BOULDER COUNTY GOVERNMENT

Safeguard



BOULDER COUNTY GOVERNMENT

The government of Boulder County is derived from the Colorado Constitution. Home rules can govern themselves any way the voters see fit. Boulder County, however, is not a home rule county.

The Colorado Constitution requires each county not operating under home rule to have at least three commissioners, a sheriff, an assessor, a treasurer, a clerk, a coroner and a surveyor. All of these officials are elected at large by the voters of the county every four years.

The county commissioners are charged with overseeing the budgets of all county programs as well as establishing and overseeing departments to serve the residents of the county. The county commissioners have the powers of the legislative and executive parts of government.

The assessor lists and values all property in the county, both taxable and tax-exempt, real estate and personal property. The assessed value is listed on the tax roll. The assessor certifies valuations to the various taxing authorities and these boards and councils set the tax levies.

The clerk and recorder runs elections and registers voters. The county clerk also acts as an agent for the State Department of Revenue and handles motor vehicle registrations, issues marriage licenses and records all real estate and other legal documents for future reference.

The coroner investigates all unattended deaths, violent deaths or deaths due to injury and notifies the next of kin.

The treasurer keeps all the county funds, accounts for them and pays the bills. The treasurer does this for both the county and the state by preparing and sending tax bills and collecting the taxes due.

The county surveyor in these modern times has very little to do. Years ago the surveyor did land surveys and kept records of them.

The sheriff, under the Colorado Constitution, can provide both statutory and assumed law enforcement both inside and outside the corporate limits of the county cities and towns. In Boulder County, however, the Sheriff's Department accepts responsibility primarily for the unincorporated areas of the county. The Sheriff's Department has a number of divisions: Patrol, Detectives, Records, Warrants, Corrections (operation of the county jail), Communications (operation of 911 reporting and central office for law enforcement, fire ambulance and rescue units of the county).

and, finally, Animal Control. The Department also includes the Sheriff's Reserves, Emergency Rescue Service and county fire-fighting coordination.

The county attorney serves as a legal advisor to the commissioners and the various boards and commissions, and handles any civil suit brought by the county or against the county. The attorney in Boulder County is hired by the commissioners.

Boulder County has eleven law enforcement authorities, not counting the Highway Patrol which operates throughout the state. The local law enforcement authorities are made up of nine city or town authorities, the University of Colorado Police Department and the Sheriff's Department. In terms of the county justice system, the law enforcement authorities keep the peace, arrest law breakers, assemble evidence and confine people when necessary.

JUDICIAL SYSTEM

The Colorado Constitution calls for one Supreme Court for the entire state. The Supreme Court supervises the entire judicial system of the state and is the final place to appeal decisions made by the courts under it.

Next in order of importance is the Colorado Court of Appeals which hears contested civil and criminal decisions from the district courts.

Beneath the Court of Appeals are the district courts which are responsible for all the civil, probate and criminal cases which occur within their boundaries. Judicial districts must be bound by county lines. The Twentieth Judicial District and Boulder County have the same boundaries. Other judicial districts in Colorado may or may not include more than one county. The district courts hear cases involving wills (probate), juveniles, domestic relations, adoptions and mental health commitments in addition to civil and criminal matters. District judges are appointed by the governor and have to stand a vote of confidence by the residents of the district every six years. The Twentieth Judicial District (Boulder County) has five judges assigned to it.

Each judicial district, according to the State Constitution, must have a district attorney who stands for election at large every four years. The District Attorney's Office serves as public prosecutor for cases brought to him by the law enforcement authorities of Boulder County. The office also provides assistance to the public in a number of other areas, such as rape prevention, consumer assistance, environmental hazard investigation, education and information on drugs and alcohol. The office conducts investigations on misdemeanor and felony cases and prosecutes traffic cases, minor crimes and felonies in the District and County Courts, prosecutes for court-ordered child support and bad check writers and calls a grand jury when necessary. The district attorney must have the same qualifications as a district judge.

The county courts rank below the district courts and are separate from them. County courts have civil, criminal and appellate responsibilities. They may occasionally handle certain felonies and civil cases involving land boundaries or titles to real property, or any civil cases in excess of \$2,500 in value. County court decisions can be appealed to the district courts or the Court of Appeals. In Boulder County there are three county court judges who are appointed by the governor and who must stand a vote of confidence by the county residences every six years.

Finally, the cities and towns of Boulder County have their own municipal courts. There are two kinds: courts of record in home rule cities and non-home rule municipal courts. Municipal courts have civil and criminal powers related to infractions to the municipal ordinances. They can handle criminal matters which can result in less than six months incarceration. All municipal courts of record decisions can be appealed to the county courts. Non-courts of record decisions must be taken to the court courts as if it were a new case.

Corrections is the third element in Boulder County's justice system. Stated simply, the first element is the law enforcement authorities who arrest law breakers and keep the peace; the second element, the judicial system, tries and decides upon the guilt of offenders and corrections carries out the court's orders.

If the courts order incarceration, the Sheriff'd Department operates jail facilities jointly for the county and the City of Boulder. The other cities of Boulder County operate their own municipal jails. These facilities, however, are for short term offenders. Long term offenders are sent to state operated reformatories and penitentiaries. In certain cases, people sentenced to the local jails may take part in work release programs along with being incarcerated.

If juveniles must be detained temporarily, they are held in the county juvenile detention center operated by the County's Human Relations Department.

Boulder County also has corrections programs which operate in place of imprisonment. Community Corrections has a juvenile work program which provides help to non-profit county organizations, the maintainance of parks and forests and other related needs in place of jail. A similar program for adults, called the Community Service, is also run by Community Corrections along with monitoring court-ordered alcohol and drug counselling or treatment. In the case of minor crimes, offenders can choose to stay in jail or cooperate with Community Corrections assignments.

Finally, the county and district courts have juvenile and adult probation department associated with them. The probation departments supervise convicted offenders who have been given suspended sentences and allowed freedom, providing they are on good behavior and live up to all the court's recommendations. If they violate their probation, they are sent to jail.

This is necessarily a brief and incomplete description of the criminal justice system of Boulder County. If you desire more information please call.

RESOURCES

- Tour of the Justice Center. This includes both a walking tour of the courtrooms and many departments at the Justice Center and a slide show of the restricted areas of the Justice Center (jail, booking room, etc.)
- Juvenile Justice Slide Show. This slide tape show was made in Boulder County. It is designed to illustrate exactly what happens in Boulder County to a juvenile offender. The ten (10) minute show follows two young people through the act of committing a crime (a motorcycle theft), getting caught and arrested, being taken to the police station, being booked, charged, etc., and going to court. The purpose of the program is to show young people realistically what happens in the Boulder County Juvenile Justice System.
- Courtrooms can be made available for a mock trial if sufficient advance notice is given.
- Under separate cover is a resource directory called "Life is Fragile: Handle With Care". This directory lists many resources and speakers available to you. In addition to this, the District Attorney's staff will be happy to try to accomodate any requests for speakers or programs. To arrange for additional resources, call Gayle Mertz at 441-3730.

GLOSSARY

For teacher understanding -
not intended to be given to the student

ACTIVITY FOR GLOSSARY:

Choose a few key words (not more than four or five) and put just the words on the board.

Ask the class to brainstorm (one at a time) what the term means. Come up with a familiar word or as few words as possible that are synonyms for the terms you brainstormed.

Now give the definition and use these synonyms to help the class remember these key terms.



CRIMINAL JUSTICE GLOSSARY

<u>ACQUITTAL</u>	(a-KWIT-al) A decision by a judge or jury, after a trial, finding the defendant has not been proven guilty of the crime for which he or she was charged.
<u>AFFIDAVIT</u>	(AFF-a-DAVE-it) A written statement of facts signed under oath before a notary public.
<u>ALIBI</u>	A provable account on one's whereabouts at the time a crime is done which would make it impossible or impractical to place him at the scene of the crime.
<u>AMATEUR</u>	(AM-a-tour) One who does something without being an expert.
<u>ANNUALLY</u>	Every year.
<u>APPEAL</u>	(uh-PEEL) A request made to a higher court, usually called an appellate court, to review a decision made by a lower (trial) court.
<u>APPELATE COURT</u>	(uh-PELL-it) See Appeal.
<u>ARRAIGNMENT</u>	(uh-RAIN-ment) This is the first time a person appears before a judge. The defendant is told of the charge being made, bail is set and future appearances arranged.
<u>ARSON</u>	The malicious burning of property or Setting fires to things for profit.

<u>BAIL</u>	The financial security given by defendants to guarantee they will appear in court when they are supposed to. There are two kinds of bail. Cash bail is money. Bail bond, on the other hand, guarantee cash is available should the defendant not show up. The judge decides the amount and type of bail to be posted.
<u>BAILIFF</u>	A court employee who is responsible for keeping order in the court.
<u>BURGLARY</u>	Breaking into a home or building with the intent to steal. The burglar does not intend to meet anyone while he is stealing things.
<u>CASE STUDY</u>	A report of the facts of a situation.
<u>CHAMBERS</u>	A referee's or judge's private office.
<u>CIVIL TRIALS</u>	Court trials related to private rights or unintentional acts which threaten another person's property or safety. If you accidentally hit a baseball through someone's window, there might be a civil suit about collecting for the window's repair (see criminal.)
<u>COMPENSATE</u>	To make up for damage or harm done.
<u>COMPETITOR</u>	A rival. Someone who works against you.
<u>COMPLEX</u>	Made up of complicated parts.
<u>CONNECTION</u>	A social, professional or commercial relationship.
<u>CONVICTION</u>	(kun-VICK-shun) The entry of a plea of guilty by a defendant or a verdict of guilty by a judge or jury against a defendant.
<u>CRIMINAL TRIALS</u>	Court trials related to intended acts without defense or excuse which threaten another person's property or safety. Criminal acts break laws which are part of the criminal code and they have set punishments. If you hit a ball through someone's window and meant to do it, there might be a criminal trial for vandalism.
<u>CUSTODY</u>	(CUSS-tow-dee) Under the control of, arrest, in the keeping of.
<u>DATA</u>	Information given or admitted as a fact.
<u>DELIBERATELY</u>	Done as the result of a careful thought.
<u>DEFENDANT</u>	(deh-FEND-ent) The person required to make an answer in a legal action or suit.

<u>DEFENDANT-INDICTMENT</u>	(in-DITE-ment) A unit of court used to measure the number of cases in court. It is a summary of all indictments as follows: (1) when several people are named under the same charge, each defendant is counted separately; and (2) when one defendant is charged with a lot of things, each indictment is counted separately.
<u>DELINQUENT</u>	A person who is reckless and careless. Bills which are payable and are overdue and unpaid.
<u>DETECT</u>	To uncover. Reveal. Discover. Find out.
<u>DIMINISH</u>	To make less.
<u>DISMISSAL</u>	(dis-MISS-al) A decision by a judge to stop a trial without determining guilt or innocence. There are two kinds of dismissal: (1) a "merit" dismissal is stopping the trial on such grounds as insufficient evidence and; (2) a "non-merit" dismissal is stopping the trial because the judge wants, for example, to combine the case with another one pending against the same individual.
<u>DISPOSITION</u>	(dis-poh-ZISH-un) Any action by the court on an indictment including conviction, acquittal or dismissal. A treatment decision, usually made by a judge.
<u>DOCKET</u>	A list of lawsuits set for trial along with where and the trials will be held.
<u>ENFORCE</u>	To put into effect or operation.
<u>ENVIRONMENTAL</u>	Having to do with one's surroundings.
<u>ETHICAL</u>	Using high standards of conduct.
<u>FELONY</u>	(FELL-on-ee) A major crime. Felonies usually involve fines and imprisonment in a state or federal facility for those convicted of committing one. They can also call for the death penalty. Felony convictions disqualify a person from holding public office, being bonded, serving in the armed forces and a number of other things.

<u>GOODS</u>	Wares, merchandise, stuff for sale.
<u>HEARING</u>	Listening to arguments concerning a case study. A trial.
<u>ELECTRONICALLY SENSITIVE</u>	Capable of being set off by electricity or radio waves.
<u>EMBEZZLE</u>	To take for one's own use money or property entrusted to one's care.
<u>EMPLOYEE</u>	One who works for wages or a salary.
<u>EMPOWERED</u>	Having authority to do something.
<u>ESTIMATE</u>	To judge approximate cost.
<u>FRAUD</u>	Deception. Trickery.
<u>GRAFITTI</u>	(graw-FIT-ee) Inscriptions, drawings or the like found on rocks, walls, etc.
<u>IMPRISONMENT</u>	Confinement in a state or federal prison as opposed to being jailed in a local county or city jail.
<u>INTERMITTENT</u>	(In-ter-MIT-ent) Being put into jail up to one year in length. Usually the offender spends week days at his regular job and weekends in a cell. Intermittent imprisonment is generally given only to first offenders or minor felonies or misdemeanor offenders.
<u>IMPULSIVELY</u>	Acting on thoughts of the moment.
<u>INDICTMENT</u>	(in-DITE-ment) A written accusation charging a person with a crime. Indictments are used usually in felony cases. An indictment forms the basis for prosecution.
<u>INTENTIONALLY</u>	Done by design or purpose. Planned. Intended.
<u>INVENTORY</u>	An itemized list of merchandise or goods. Property. Possessions. Goods a merchant has for sale.
<u>JAIL</u>	This is different from a prison because offenders are committed for a sentence that is both definite in length and for a time less than a year.

Criminal Justice Glossary
Page Five

<u>JUDGE</u>	A public official authorized to decide questions brought before a court.
<u>JURISDICTION</u>	(JURE-iss-DIK-shun) Area of authority.
<u>JURY</u>	A group of people sworn to give a verdict on some matter brought before them. Juries are legally selected and sworn to inquire into any matter of fact and to give their verdict according to the evidence.
<u>JUSTICE</u>	Administration of law. Fairness.
<u>JUVENILE</u>	(JEW-ven-ILE) A young person usually under the age of 18.
<u>JUVENILE DELINQUENT</u>	A minor who has done something ordinarily punishable by criminal processes but who is underage by law for criminal responsibility.
<u>LAW</u>	A rule of conduct.
<u>LEGISLATION</u>	(LEDGE-is-LAY-shun) The making and passing of laws. Laws that have been passed.
<u>LEGITIMATE</u>	Real. Genuine. Lawful. Legal.
<u>MERCHANDISE</u>	(MURR-chan-DICE) The stuff people sell. Wares or goods.
<u>MISDEMEANOR</u>	(mis-duh-MEEN-or) A minor crime, usually involving a fine or jail term of a year or less.
<u>MITIGATING CIRCUMSTANCES</u>	Considerations or facts which make something less serious.
<u>MOTION</u>	A request made by someone asking the court to do something. It is also called a petition.
<u>OFFENDER</u>	A person convicted of a crime as opposed to a defendant who is accused but not convicted.
<u>OUTLET</u>	A market.
<u>PAROLE</u>	There are two kinds of parole: (1) releasing an inmate from prison after the prisoner has served the minimum sentence less time off for good behavior. Upon release, the parolee lives in the community under the supervision of a parole officer; and (2) released from jail or until their trial comes up.

<u>PILFER</u>	To steal. Taking articles of little value.
<u>PLEA BARGAINING</u>	The exchange or prosecution or judicial concessions for a plea of guilty by the defendant. In other words, a deal is made with the judge or D.A. Plea bargaining involves things like pleading guilty to a lesser charge, accepting a shorter sentence for a guilty plea or combinations of the above type examples.
<u>PLEAD DOWN</u>	Pleading guilty to a lower charge.
<u>PRACTICE</u>	Repeated action. Habit.
<u>PRELIMINARY HEARING</u>	Appearing before a judge in order to determine whether there is sufficient cause to go to trial. It is the minor match, preceding the main event, and is held before the issuing of an indictment.
<u>PROBATE COURT</u>	(Pro-bate) A court connected with wills or last testaments and proving their validity and ruling on their settlement.
<u>PROBATION</u>	(pro-BAY-shun) Supervision with certain conditions decided by the court. Probation is a sentence by the court on a convicted defendant in place of jail or prison. These conditions are anything the judge thinks necessary to make sure the offender will not break any more laws. A probation office supervises the judge's conditions.
<u>PROCEEDINGS</u>	(pro SEED-ings) Actions. Court goings-on.
<u>PROFESSIONAL</u>	Done for a living or gain. A professional worker.
<u>PROSECUTE</u>	(PROSS-ek-CUTE) To begin and carry on legal proceedings or processes against a person or persons.
<u>RECOGNIZANCE, RELEASE ON</u>	(re-COG-nel-zawnts) Letting a defendant go free before his/her trial comes up without bail or guarantees, other than the defendant's word, they will show up for trial.

<u>REFERRED</u>	(ree-FURRED) To be sent for treatment or aid or further study.
<u>RETAILER</u>	Merchants. Storeowners. Dealers. People who sell goods directly to customers.
<u>ROBBERY</u>	Taking personal property from someone by violence or threat.
<u>SECURITY</u>	Freedom from exposure to danger. Safety. Protection.
<u>SENTENCE DEFINITE</u>	A sentence to jail. Definite sentences are for usually up to a year.
<u>SENTENCE INDEFINITE</u>	A sentence to a prison for a felony. The sentencing judge sets the maximum length of time the offender can spend in prison and, in some cases, sets the minimum time, too. This last period of time would be a period of parole ineligibility. In other cases, the parole board sets the minimum time. In all cases where an indeterminate sentence is involved, the actual time spent in prison is decided by the parole board and this period of time must lie between the minimum and maximum terms.
<u>SEVERE</u>	(sev-EAR) Serious. Harsh. Strict.
<u>STATISTICS</u>	Those facts which can be stated in numbers.
<u>STIPULATION</u>	(STIP-you-LAY-shun) An agreement by all parties concerned about the truth of certain matters, making formal proof at a trial unnecessary. Uncontested fact.
<u>THEFT</u>	The act of stealing.
<u>THIEVES</u>	Plural for thief. One who steals.
<u>TRAFFIC</u>	To trade (in). To carry on business.

TRIAL

The examination of facts and law in a case following a plea of not guilty by a defendant. A trial is over when a verdict of guilty or an acquittal is reached, either by a jury (a jury trial) or by a judge (bench trial).

VANDAL

One who willfully destroys or mars property.

VERDICT

The finding or decision of a jury or judge on the matter submitted to them in trial. Opinion. Judgment.

WHOLESALE

Selling goods to retailers instead of customers.

WITNESS

One who gives evidence or facts before a court and who attests or swears to their truthfulness under oath.

PRE-POST TEST
TEACHER SECTION

SOMETHING'S MISSING!

WHEN I REALIZED SOMETHING
OF MINE WAS MISSING I....



- _____ did nothing
- _____ told the principal
or someone in the
office
- _____ told my teacher
- _____ told my friends
- _____ told my parents

2. Was the thing you lost ever returned to you? yes _____ no _____
3. Did you have your name on it? yes _____ no _____
4. I think it is stealing if you: (check any number you want to)

- _____ take someone's red pencil
- _____ take a school book home and don't return it
- _____ take someone's bicycle
- _____ take paper from someone's notebook without permission
- _____ use someone's tape without permission
- _____ take someone else's toy home with you without permission

5. Have you ever had anything missing at school and felt that someone else took it? yes _____ no _____
6. Do you think you knew who took it? yes _____ no _____

If so, when did this happen?

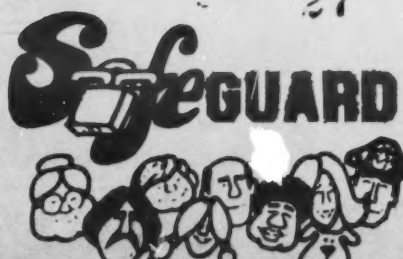
- _____ this year
- _____ last year
- _____ two years ago
- _____ three or more years ago



7. The thing that I had missing and thought someone took was:

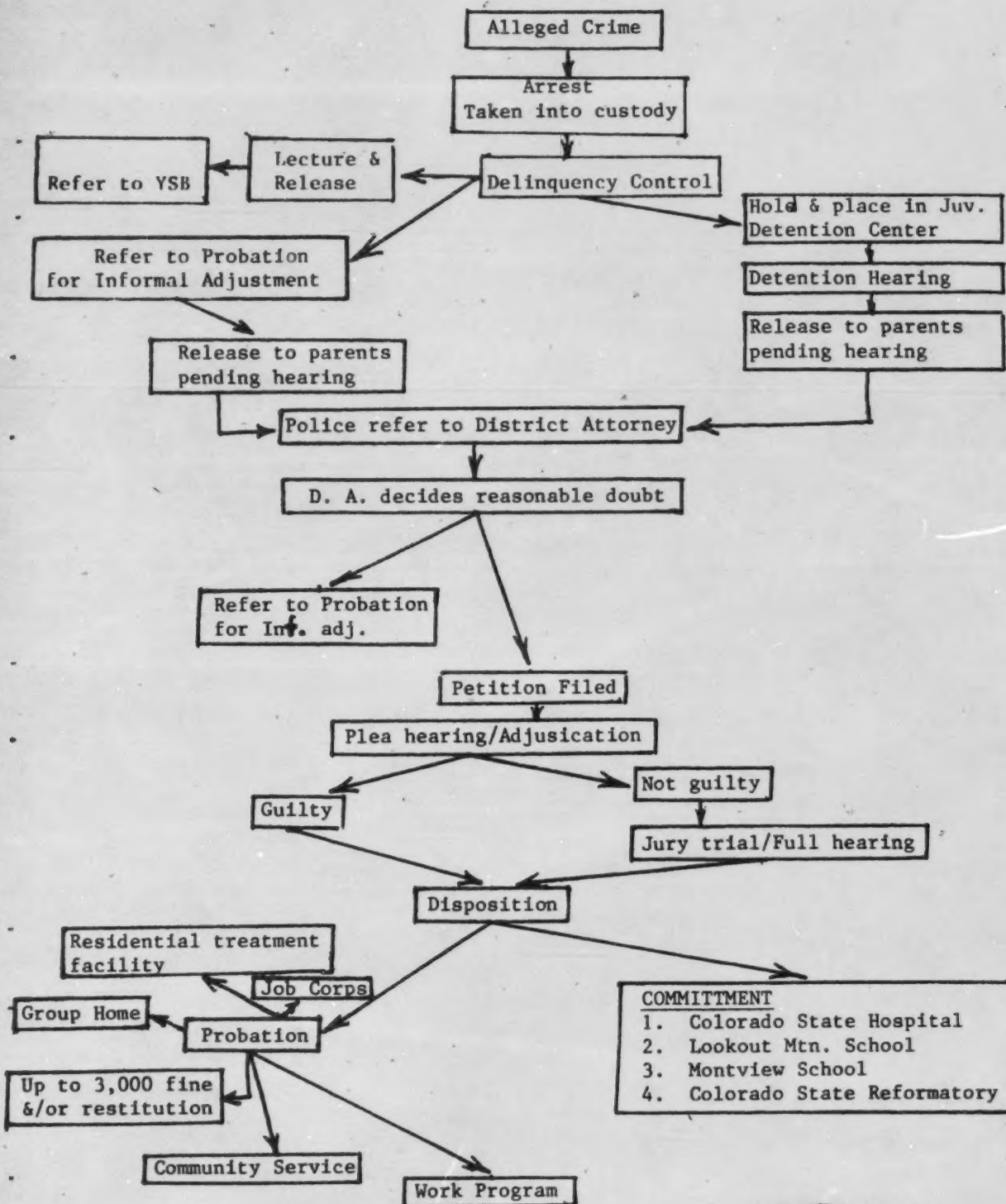
- ☐ school supplies (pencils, crayon, notebook, paper, etc.)
- ☐ a toy I brought to school
- ☐ my bicycle
- ☐ money
- ☐ clothing (jacket, hat, boots, etc.)
- ☐ jewelry

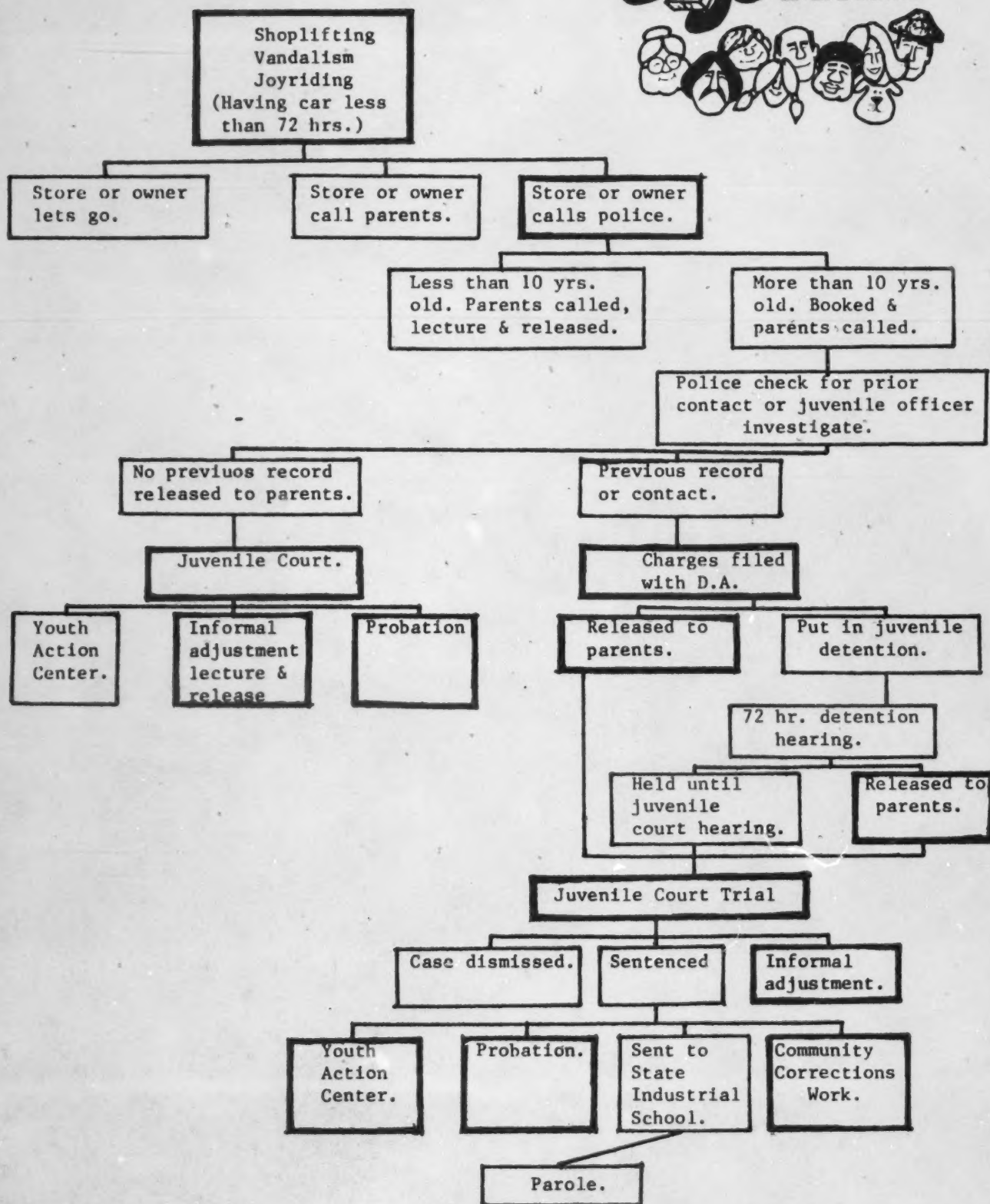
8. Have you ever taken anything that did not belong to you at school?
yes ☐ no ☐



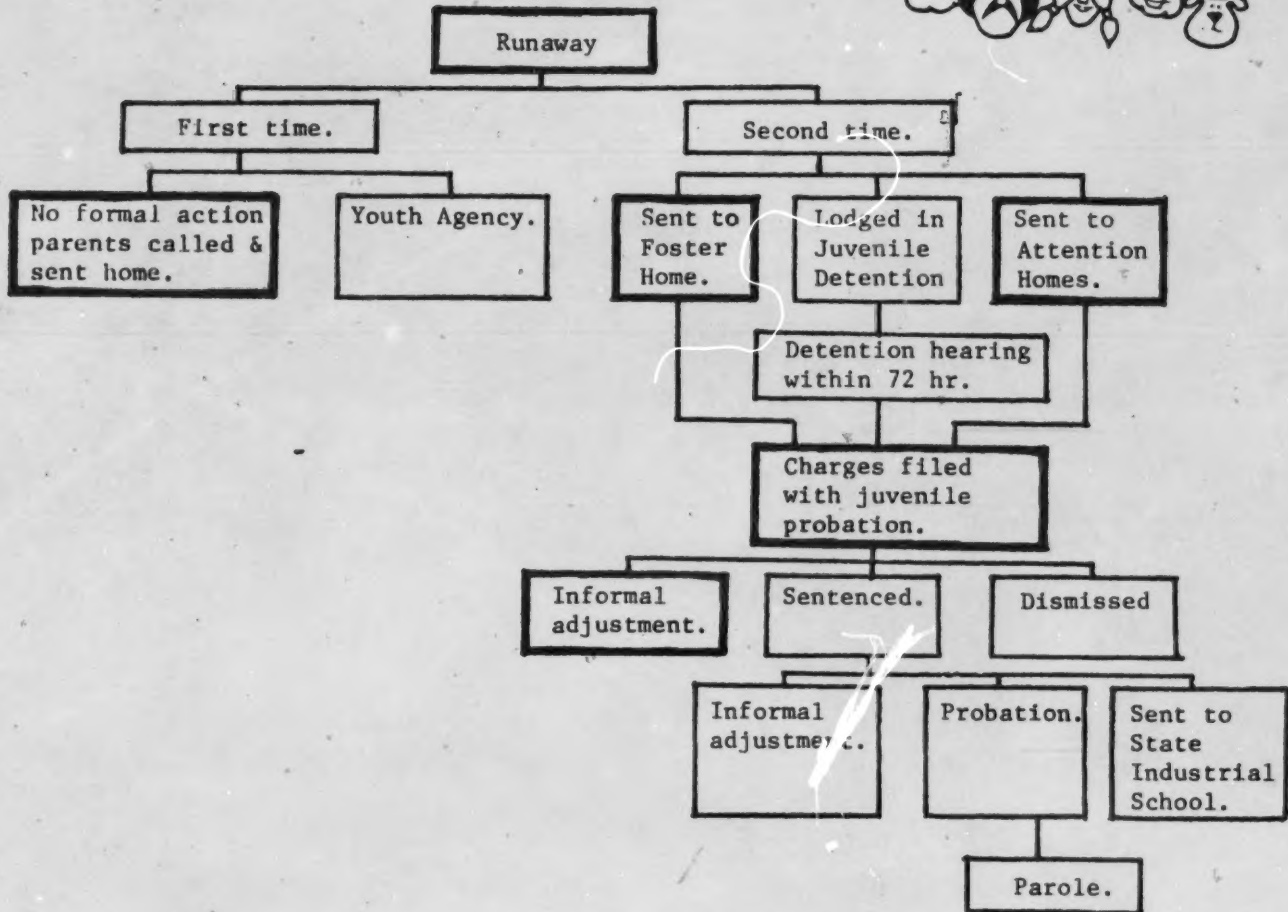
FLOW CHARTS

THE JUVENILE SYSTEM IN BOULDER COUNTY



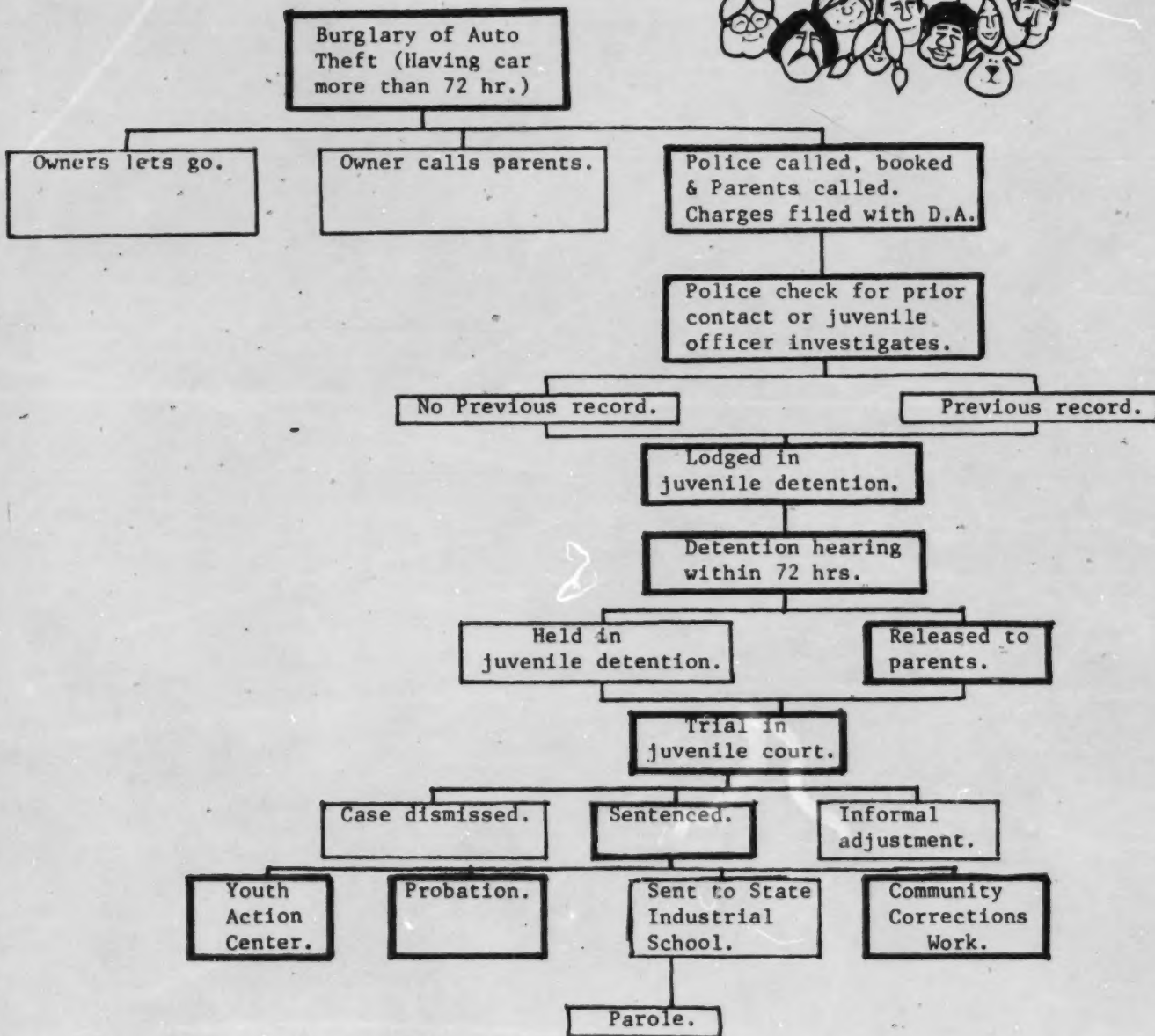


Note: Heavily outlined boxes indicate the most common action by the authorities.

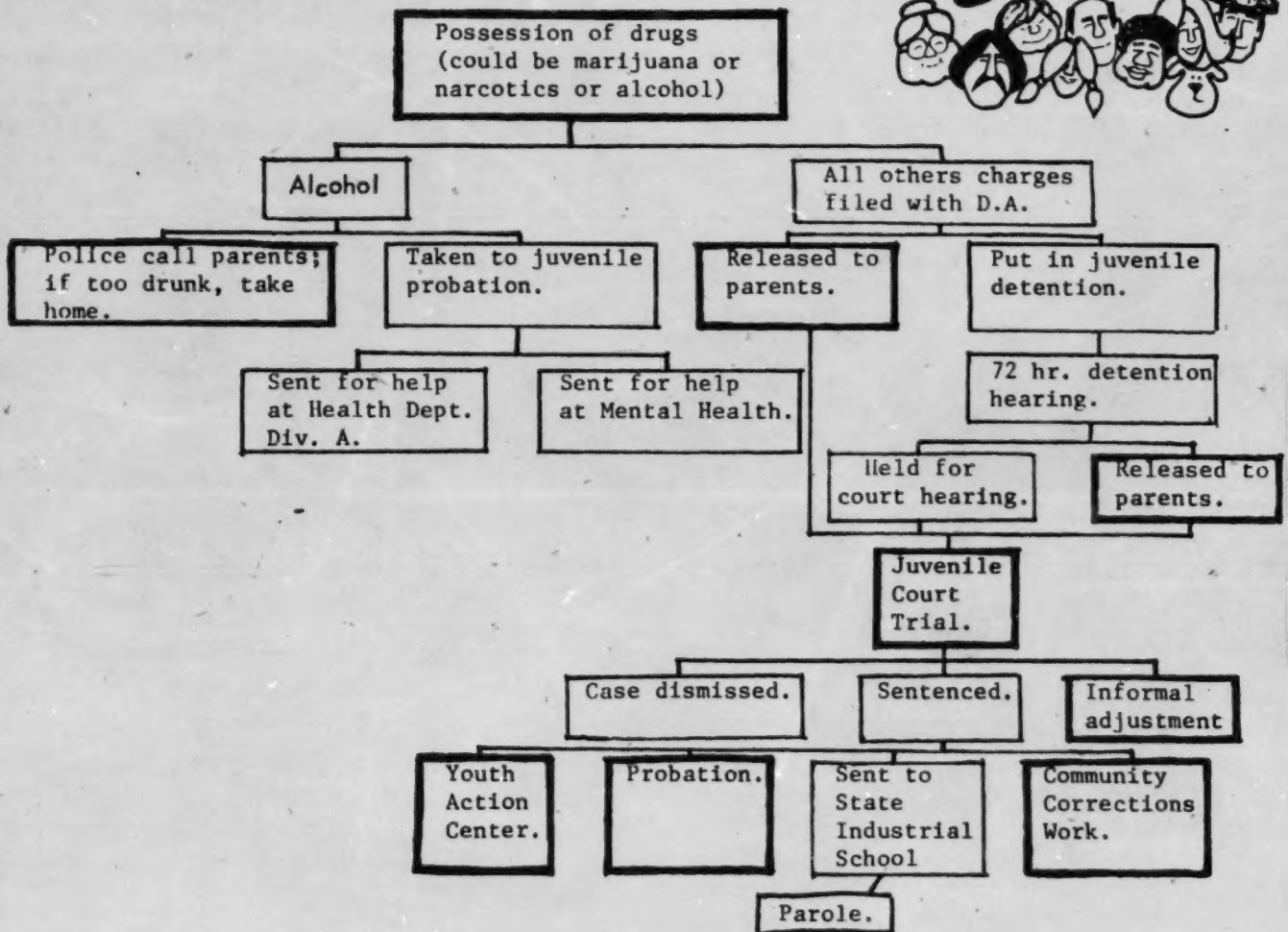


Note: Heavily outlined boxes indicate the most common action by the authorities.

Safeguard

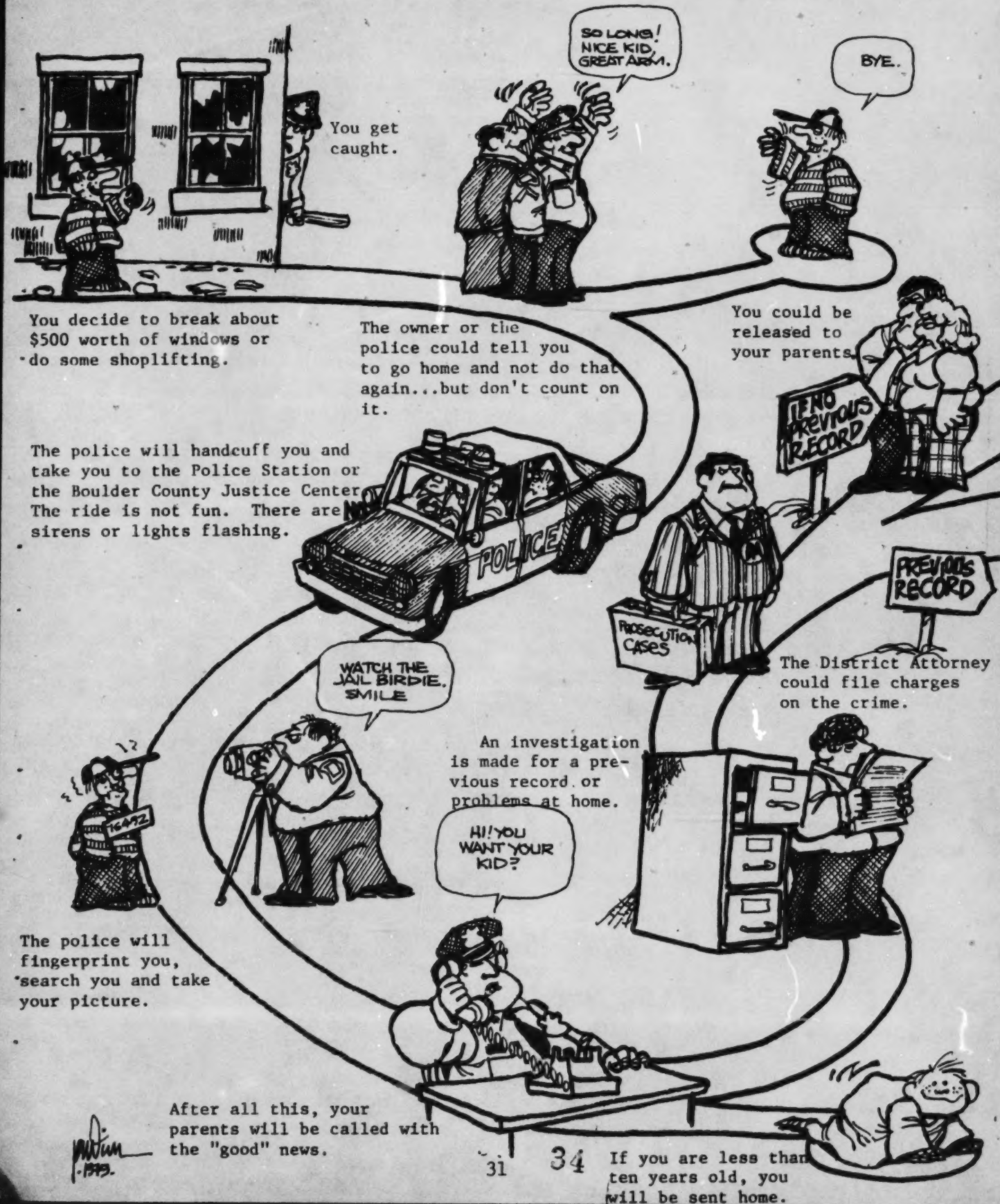


Note: Heavily outlined boxes indicate the most common action by the authorities.



Note: Heavily outlined boxes indicate the most common action taken by the authorities.

THIS IS ~~YOU~~ COMMITTING A CRIME...



W. J. M. 1973

There will be a trial about what you did.

...GO BACK TO YOUR PARENTS.

YOU PAY FOR THE DAMAGES AND...

...MAYBE SOME COMMUNITY SERVICE

GRUMPED.

... AND BE ON PROBATION.

JUVENILE COURT

The judge might dismiss the case.

UH-OH!
The judge might agree to an informal adjustment.

I'M FREE!

You could be put in Juvenile Detention.

You could be sent home.

SURPRISE

LET'S SEE...
KEEP HIM IN JAIL
OR SEND HIM HOME?

Later, there would be a trial.

I CAN DO A NUMBER OF THINGS, YOU KNOW

72 HOUR
JUVENILE
DETENTION
HEARING

You could be sent home... or you could stay.

JUVENILE COURT

No matter what happens, there will be a trial before a judge about what you did.

UP
SWEAT,
GRAN



You could be
sentenced to
Community
Corrections.

RETS!
CAN'T DO
NOTHIN'



You could be
sentenced to a
period of probation.

Found guilty
and sentenced.



You could be sentenced to
a State Industrial School.

After which, you
could be put on parole.



THE
END.



ALEX HUNTER, DISTRICT ATTORNEY

CARTOONS

YOU KNOW YOU HAVE BEEN
VANDALIZED WHEN...



YOU TRY TO BOUNCE A BASKETBALL
AND IT STAYS ON THE FLOOR WITH
THE BASKET!

YOU KNOW YOU HAVE BEEN
VANDALIZED WHEN...

YOU KNOW YOU HAVE BEEN
VANDALIZED WHEN...



YOU WAKE UP AT NIGHT BECAUSE
THE WINDOW IS OPEN AND A
BOULDER IS ON YOUR BED!

YOU KNOW YOU HAVE BEEN
VANDALIZED WHEN...



YOU GET IN THE FAMILY CAR TO GO
TO MACDONALDS AND THE WINDOWS
ARE SPRAY-PAINTED WHITE!



YOU TRY TO RIDE YOUR BICYCLE
AND THE TIRES ARE FLAT!

Safeguard



I KNEW I HAD BEEN
VANDALIZED WHEN...

A large dashed rectangular box for drawing and writing.

(DRAW A PICTURE UP HERE↑ AND
WRITE WHAT HAPPENED)

For information on Safeguard
Contact

Alexander M. Hunter
District Attorney's Office
P.O. Box 471
Boulder, CO 80306
441-3700

SHOPLIFTING BUMMERS

It's a BUMMER...



when the security man grabs you outside the store in the middle of a crowd.

It's a BUMMER...



when you have to call home and explain how you forgot a train set was under your coat.

It's a BUMMER ...



when you have to work to pay for the stuff you took and you don't get to keep it

It's a BUMMER ...

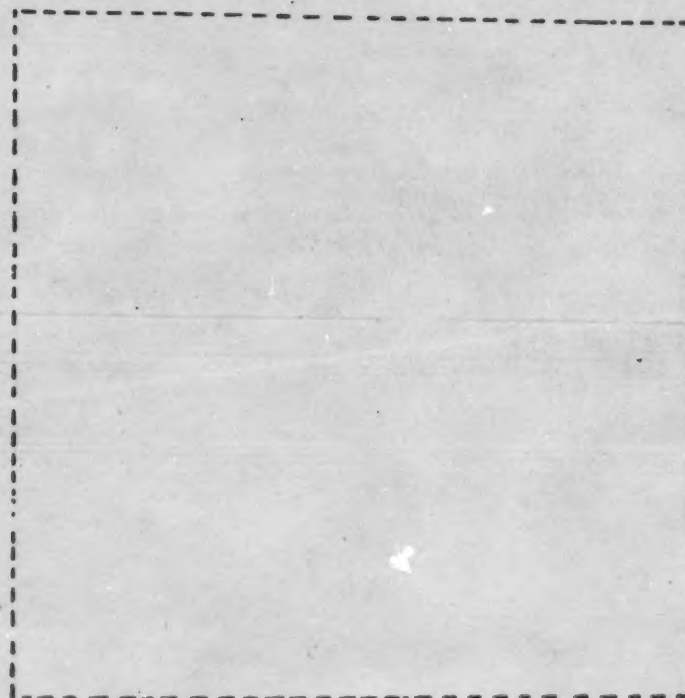


when everybody knows you are a crook and they let you know they know it.

Safeguard



It's a BUMMER...



Draw a shoplifting BUMMER in the space above.

For information on Safeguard Contact

Alexander M. Hunter
District Attorney's Office
P.O. Box 471
Boulder, CO 80308
441-3700

GENERAL ROLE PLAY IDEAS

Role Playing Suggestions

Role playing, as you know, offers an opportunity for increased understanding of oneself and others and paves the way for behavioral change. It has been proven particularly useful with non-verbal, acting-out students. As with any good educational tool, however, it is best used as part of the larger instructional plan. That is why we suggest that it be used either as a warm-up for the lessons and skits or as a follow-up exercise. Of course, the decision whether or not to use role playing in situations that deal with controversial problems and moral values must be left to your discretion.

1. Your father tells you that his business has failed and he and your family must move to another city. How do you feel? Switch roles.
2. You are a school principal. You are about to submit a budget for new sports equipment when a teacher brings in several students who have just been caught breaking ten windows and destroying other school property. You know some of the sports equipment money will now have to go for repairs. How do you feel? What do you say and do? How do you feel if you're the students? What do you say and do? Switch roles.
3. You are out with some of your friends after school and some of them decide it would be fun to get some spray paint and write graffiti on the side of a nearby building. Everyone thinks it's a great idea. How do you feel? What do you do?
4. You are riding on a bus with your friend and you find a wallet with \$50 and identification in it. Your friend thinks you should keep it. How do you feel? Switch roles.
5. You are in a supermarket and you see an adult switch the butter into the margarine package (or steal an item from the shelf). How do you feel? What do you do?
6. You are at a close friend's house for dinner. Her father comes home and surprises her and you with a handful of marker pens that he says he "got" from work. She is thrilled. How do you feel? What do you do?
7. A boy of 13 is in court for stealing groceries from a supermarket. He steals food for himself and his family. (The scene can be acted out with a judge, defense lawyer, prosecutor, the boy and the boy's mother) How do you feel if you are the boy, the judge, the other characters? How does the class feel?
8. You and your classmate are walking through a crowded department store. He tries to get you to steal something. Switch roles.
9. You are trying to convince your friend not to steal from stores. Switch roles.
10. You are a parole officer. You meet with teenagers such as Wendy (shoplifter in Skit 1) once every two weeks. You know she has a serious problem. What do you say to her to try to help her? Switch roles.

Curriculum-Expanding Ideas

Here are a few student activities that can build crime prevention awareness into other areas of study:

Science: • Do police usually look for fingerprints when someone's house is broken into? How do they find them and lift them? If possible, plan a visit to a crime lab.

Math: • Convert these statistics into graphs:

- a) The cost of crime to business in 1976 was estimated by the U.S. Department of Commerce at \$30 billion, up 11% from 1975.
- b) In 1969, the number of offenses reported in the F.B.I. Crime Index was 3,363,700. In 1976, the number was 11,304,800.
- c) Nationally, an estimated \$7.2 billion in merchandise was stolen by shoplifters in 1976. In 1971, \$4.2 billion was stolen.

• Conduct an anonymous survey that explores the attitudes students have toward some of the crimes discussed. Tabulate results.

**Art &
Media:**

- Find comic strips that will adapt themselves to a story about shoplifting, employee theft, vandalism, or buying and selling stolen goods. Mask in the balloons with paper and write in your own story.
- Create a rebus, using words and pictures cut out of magazines and/or your own drawings to tell a short story about one of the crime problems discussed.
- A caption sums up the main idea or feeling of a picture. Take your own photographs or find pictures in magazines that you feel show some aspect of vandalism, shoplifting or burglary. Write a caption for each picture and with one or two other students, arrange them for a bulletin board display.
- Slide shows can tell a story. Walk around your school and neighborhood taking photographs of things you feel have been affected by crime. After the pictures are developed into slides, pick the good ones and arrange them in the slide projector in an order that tells a story. Narrate the story for your class as you show the slides.
- Get together with a few students to plan a special news broadcast dealing with how crime affects your school. Find out the news and information from as many people and observations as possible. Interview people on a tape recorder, if possible, to get their opinions. When you write the show, work these interviews into the script. Watch special news broadcasts on TV to get ideas. Give this broadcast live to a group. If an assembly program is planned for the skits, this could be part of the program.

CURRICULUM-EXPANDING IDEAS (cont'd)

- Create a mural or collage for the bulletin board with several friends that shows:
1) the way crime affects our society and/or 2) ways to prevent crime.
- Create a symbol or a slogan for the following: Don't steal from your employer; Don't shoplift; Don't buy hot goods; Don't vandalize. Look at existing symbols or slogans to learn what makes them work (bumper stickers, entrances to stores, traffic signs, advertisements). The slogans you like could be made into buttons.
- Get together with a few students to plan a talk show. Select a topic related to crime. For example: *How has crime affected you, and what are you doing about it?* Choose a host and two to four guests. The guests could be a homeowner, an ex-convict, a juvenile probation officer and a retired person. A section of the show could be devoted to listeners who call in with their opinions on the subject. Present the show to your class or to a class of younger students.

Social Studies &

- History:**
- Look through the newspapers for cases involving embezzlement, employee theft, misuse of public funds or fraud. Clip the articles and bring them into class to be read and discussed. Follow up on these cases and report back to the class. Ask the class if they agree with their outcomes, or not. If not, discuss how they might want to make their opinions known (*i.e.* writing to state representatives, etc.).
 - Find out whether the courts in your state are doing an effective job. What is the rate of arrests and convictions? What are the problem areas? Report to the class.
 - With several other students, arrange for members of the business community and the police to speak to your class about local crime problems. Then have a follow-up discussion with teachers, administrators and students on crime problems in the school. Filter down the information you've gathered into one small problem you think your group or your class would be interested in working on. Develop a strategy together.
 - Lead a class discussion on one or both of the following ideas that are being tried today to curb vandalism. If your class agrees with the new idea and would like to see it happen in your school or community, investigate how you might begin working toward this end.
 - a) In Deerfield, Illinois, vandalism has been taken out of the criminal category and is now prosecuted as a misdemeanor, like traffic tickets. A first offense warrants a warning to the vandal's parents. But for second offenses, fines range up to \$500, and the vandal's parents are held responsible. (See *News Clips on Crime Prevention* booklet, "Violence is Kid Stuff," for more details.)

CURRICULUM-EXPANDING IDEAS (cont'd)

b) In an effort to reduce vandalism in several San Francisco schools, the student councils have been offered the following arrangement: They are given the money (usually thousands of dollars) that is generally spent each year on repairing broken windows, etc. At the end of the year, any money they have left after repairs have been paid for may be spent any way they choose (provided it's legal). The result? Students in these schools have waged an all-out campaign against vandalism in school. Vandalism has dropped dramatically, and the students now have thousands of dollars to buy sports equipment and other needed items. Students' morale also has improved; they take more interest in how their school looks now that they have some say in how money is spent.

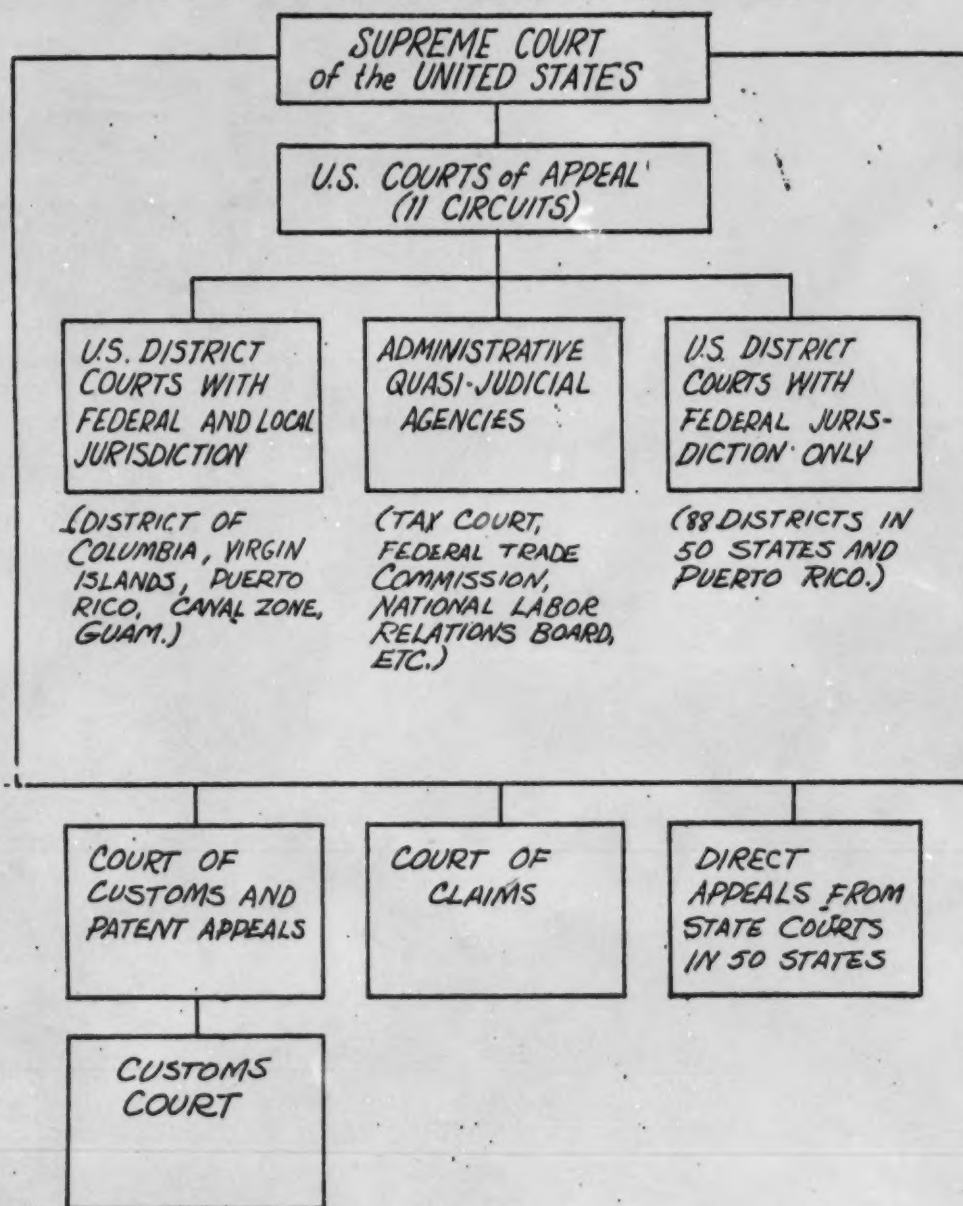
- Organize a debate with a few other students to be presented to your class. Select a topic that involves crime. For example: the pros and cons of fixed sentences for certain crimes. Should parents be made financially responsible for their children's acts of vandalism? Should students who have been caught destroying their school's property stand trial before the student council rather than juvenile court?

Writing:

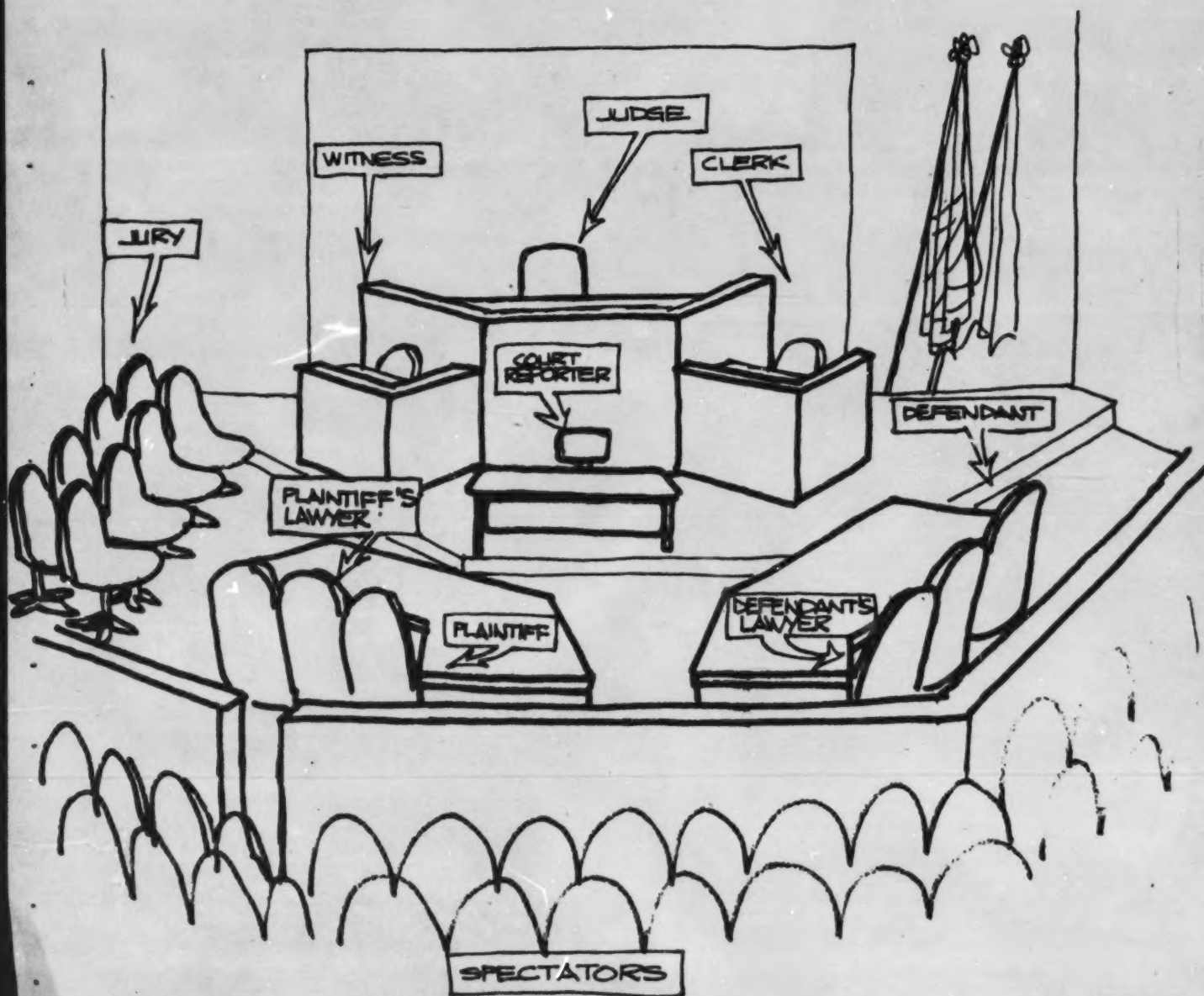
- Listen for conversations in stores, in school, or in your neighborhood in which people express opinions about crime. Jot down what you hear. Later put together the conversations from notes and from memory into a short script. Act it out with fellow students. When the script runs out, make up the rest of the words. Go out and do it again and see if you can find more to write down.
- Write a story for the school newspaper about one of the skits your class performed and the discussion which followed. If there are any activities your class is pursuing to prevent crime, be sure to mention these.
- Write a radio commercial telling people why they shouldn't buy stolen goods, or shoplift. Include a slogan, if you like. Make it brief and to the point. (A 30-second commercial contains approximately 75 words; a 60-second commercial, contains approximately 150 words.) Remember, people will be *listening* to it, not reading it. Take the better commercials to local service clubs or the Chamber of Commerce. They may be able to help put them on the air.

GENERAL USE
MOCK TRAILS

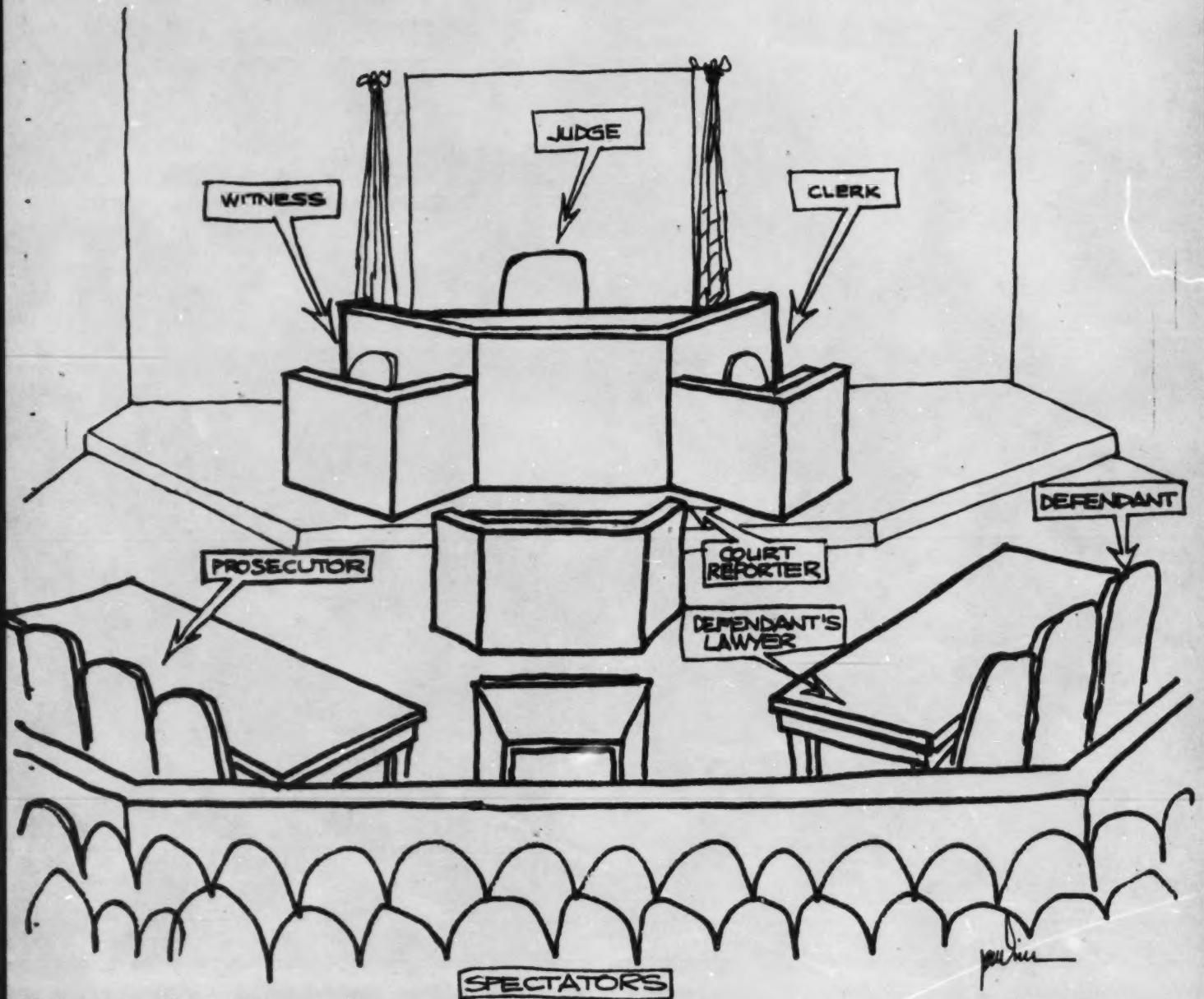
FEDERAL JUDICIAL SYSTEM



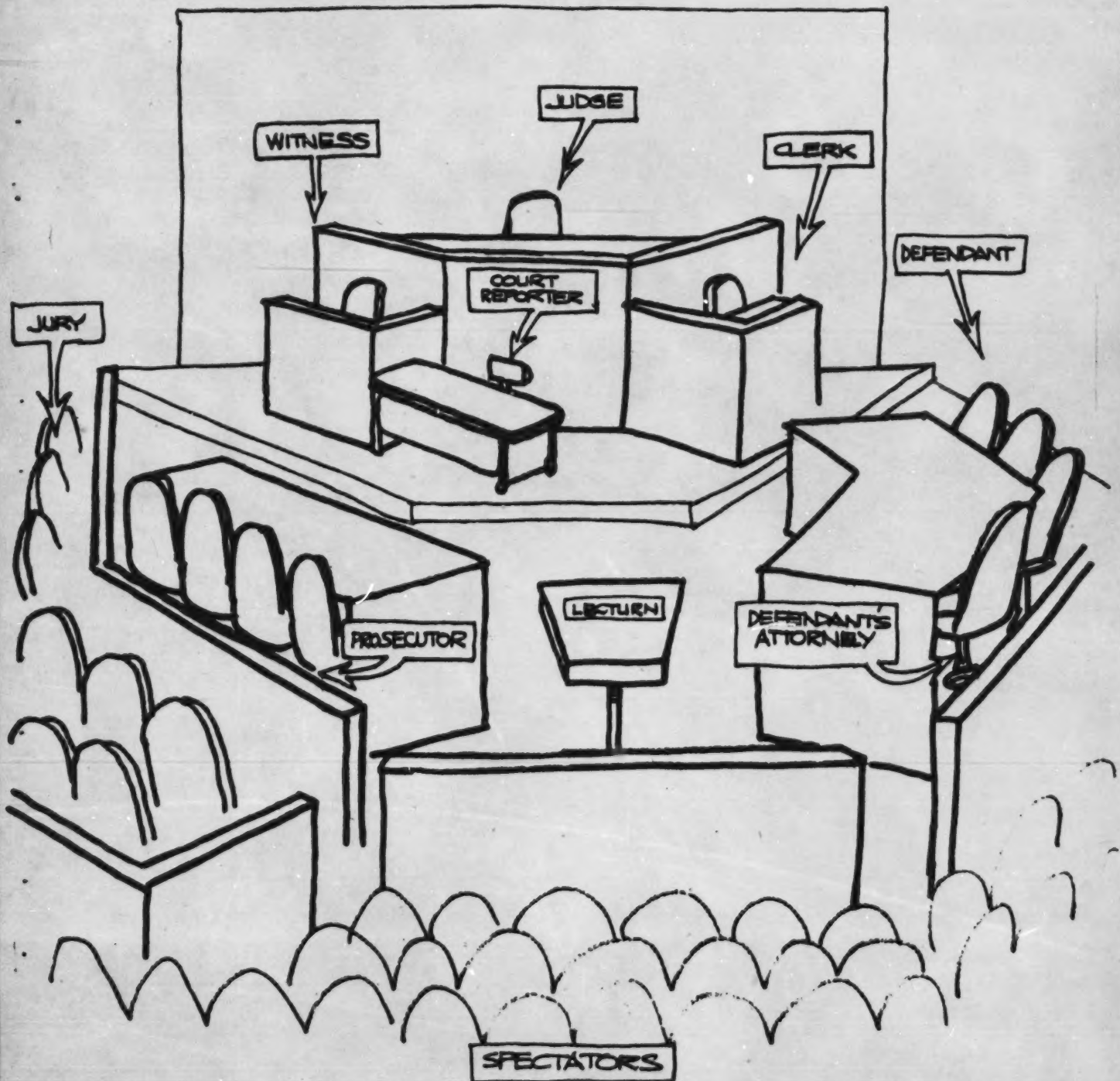
CIVIL COURTROOM
COURTROOM A
Boulder County Justice Center



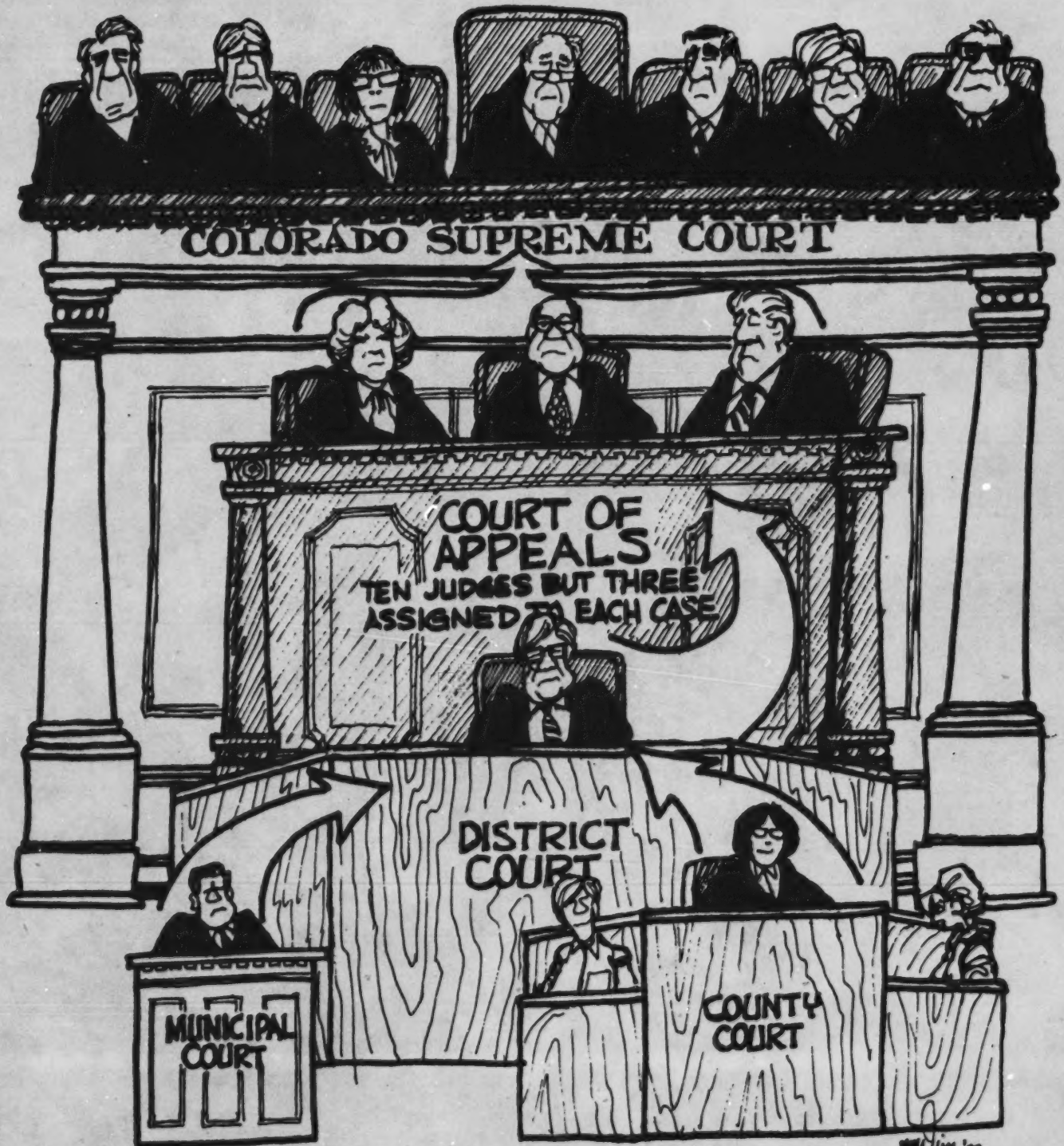
JUVENILE COURTROOM
BOULDER COUNTY JUSTICE CENTER



CRIMINAL COURTROOM
COURTROOM 15
BOULDER COUNTY JUSTICE CENTER



APPEAL SYSTEM
IN THE
COLORADO COURTS



TRIAL SCENE

Shows about lawyers have always been popular on television.
Can you find 21 terms associated with courtrooms in this
puzzle?

D	E	F	E	N	D	A	N	T	W	O	G	B
J	Q	U	G	C	B	M	O	W	E	E	O	O
U	I	I	D	H	F	O	H	O	T	T	S	G
S	N	S	U	I	E	Y	A	E	O	S	E	Y
T	N	M	J	N	L	S	Y	R	V	U	N	E
I	O	O	E	G	O	Y	N	E	E	S	T	N
C	C	E	N	T	N	E	T	C	R	T	E	R
E	E	N	T	I	Y	N	U	E	R	A	N	O
U	N	Y	T	E	G	E	R	S	U	I	C	T
N	T	I	R	A	S	E	C	S	L	N	E	T
O	I	G	M	R	L	T	R	E	E	E	H	A
I	T	U	G	A	A	H	I	S	D	D	T	T
T	C	I	A	J	X	M	I	M	B	O	F	C
C	I	L	V	U	O	E	L	G	O	A	D	I
E	D	T	E	R	T	R	S	O	H	N	N	R
J	R	Y	L	Y	C	Y	C	S	O	S	Y	T
B	E	S	S	E	N	T	I	W	O	H	C	S
O	V	R	O	T	U	C	E	S	O	R	P	I
H	C	N	E	B	R	E	Y	W	A	L	C	D

PACKET 1

TALKING BULLETIN BOARD

TEACHER INSTRUCTIONS

Instruct students to draw pictures illustrating each step of the Mock Trial. Use tag board or large pieces of paper. Record the explanation of each step on a cassette tape. Number the pictures on the board to follow the explanations on the cassette. Place the cassette and earphones on a table beneath. The students may view the board and listen to the tape.

The following steps might be used:

1. The clerk opens the court session.
2. The clerk swears in the jury.
3. The judge calls on the attorneys for their opening statements.
4. The plaintiff's attorney (or prosecutor) and the defendant's attorney give opening statements.
5. Witnesses are examined by both sides.
6. The plaintiff's attorney and the defendant's attorney give closing statements.
7. The judge gives the charge to the jury.
8. The jury retires to decide the verdict.
9. The jury gives the verdict.

PICTURES FOR THE TALKING BULLETIN BOARD



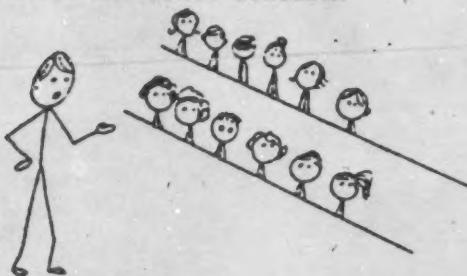
1. The clerk opens the court session.



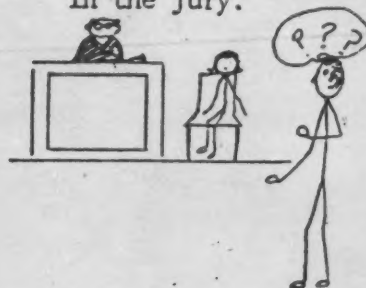
2. The clerk swears in the jury.



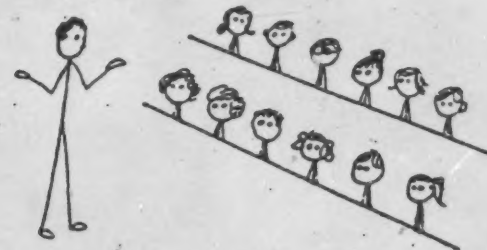
3. The judge calls on the attorneys for their opening statements



4. The plaintiff's attorney (or prosecutor) and defendant's attorney give opening statements.



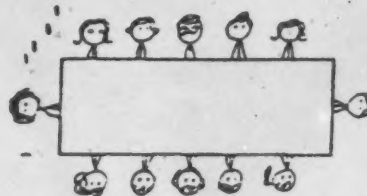
5. Witnesses are examined by both attorneys.



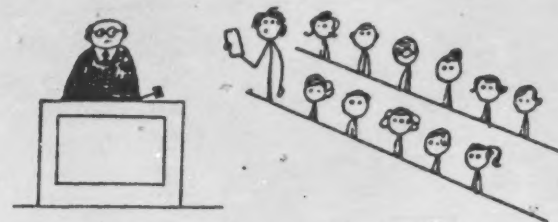
6. The plaintiff's attorney (or prosecutor) and the defendant's attorney give closing statements.



7. The judge gives the charge to the jury.



8. The jury retires to decide the verdict.



9. The jury gives the verdict.

SUGGESTED TAPE EXPLANATIONS FOR PICTURES

1. The clerk opens the court session.

After the judge and jury are seated, the clerk of the court rises and says in a loud clear voice, "The court is now open and in session. All persons having business before the court come to order."

2. The clerk swears in the jury.

The clerk then speaks to the jury members. "The jurors will rise, raise your right hand, and be sworn in. Do you solemnly swear that you will well and truly try the issues now to be given you? That you will speak nothing to anyone of the business or matters you have at hand, but among yourselves--nor will you suffer anyone to speak to you about the same, but in court? Do you all so swear?" The jurors answer together, "I do."

3. The judge calls on the attorneys for their opening statements.

The judge bears the heaviest responsibility. He must conduct the trial in an orderly and dignified manner. He must see that both sides have a fair chance to present their cases. At the first of the trial, he asks each attorney to give an opening statement.

4. The plaintiff's attorney (or prosecutor) and the defendant's attorney give opening statements.

The plaintiff's attorney gives an opening statement stating his plan to show the defendant guilty. He describes the case to the jury and gives them a summary of the facts. Then the defendant's attorney gives his opening statement. He summarizes the facts of the case from the standpoint of the defendant and states he will prove the defendant innocent.

5. Witnesses are examined by both sides.

First the plaintiff's attorney calls each of his witnesses to the stand. They are sworn in by the clerk. After the plaintiff's attorney completes his examination of a witnesses, the defense attorney may cross-examine the witnesses.

When the plaintiff's witnesses have all been examined and cross-examined, the defense attorney begins to call his witnesses to the stand.

6. The plaintiff's attorney and the defendant's attorney give closing statements.

After all the defense witnesses have undergone examination, the attorneys give their closing statements. They summarize the points made

MOCK TRIAL
JURY GAME

JURY GAME

RATIONALE FOR JURY GAME

Jury selection is a very important process in our judicial system. By participating in the selection, students will come to appreciate the importance of a fair and impartial jury. They will also develop critical thinking skills and questioning strategies.

TEACHER INSTRUCTIONS

WHEN AND WHERE TO TEACH THE JURY GAME.

This game may be used before any mock trial or by itself.

TIME NEEDED

It is suggested the teacher plan 2 one-hour sessions for the game: the first hour for preparation and the second hour for the game itself and debriefing.

<u>Session</u>	<u>Activity</u>	<u>Materials Needed</u>
1	I. Studying "Selecting" the Jury"	Spirit Master 1, "Selecting the Jury"
	II. Assigning Roles	Pictures and biographies; Attachments 1 and 2; Instruction sheets for judge and attorneys; Attachment 3, "Questions for Debriefing" (optional)
	III. Caucus of Attorneys	Attachment 3, "Questions for Debriefing"
2	IV. Arranging the Room	
	V. Questioning the Prospective Jurors	
	VI. Reading the Jury List	
	VII. Debriefing Questions	

ACTIVITIES

I. Selecting the Jury

Why?

To familiarize the students with jury selection procedure.

How?

Study with the students Spirit Master 1, "Selecting the Jury".

II. Assigning Roles

Why?

To assign roles for the jury game.

How?

1. You will need 2 attorneys for the defense, 2 attorneys for the prosecution, and 1 judge. Choose or ask for volunteers to play the roles of the 4 attorneys and 1 judge. Give them instruction sheets.
2. Most or all remaining students can be prospective jurors. Cut 20 to 24 pictures of people from magazines for the prospective jurors. Paste the pictures on pieces of cardboard and pierce holes in the top corners. Insert a string through the holes so the students can hang the pictures around their necks. On the back of the cardboard, write a biography about the person. Give each prospective juror a picture, and tell them to study the biography so they can respond to the questions as their character would.
3. You may also wish to have observers in order to include more students. If you have any observers, give them the debriefing questions to study.

III. Caucus of Attorneys

Why?

To give the attorneys a chance to write questions which would be relevant to the case for determining if the prospective jurors could be impartial in judging the case.

How?

1. Write the facts of the case on the board.

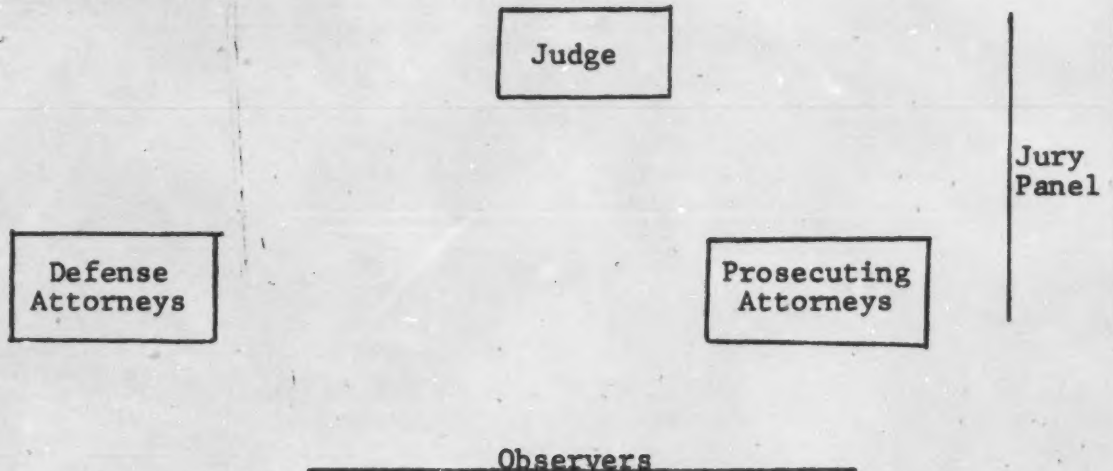
IV. Arranging the Room

Why?

To set the stage for the jury game.

How?

Arrange the room as follows:



V. Questioning the Prospective Jurors

Why?

To determine which prospective jurors would be best for the jury.

How?

Instruct the prospective jurors to place the pictures of their characters around their necks and take their places. The attorneys may then proceed with the questioning as the judge directs.

VI. Reading the Jury List

Why?

To announce the selected jury.

How?

After each side is finished questioning, the judge will then read the names of the selected jury.

VII. Debriefing Questions

Why?

To help the students evaluate the procedure which has been simulated.

How?

1. Discuss the debriefing questions with the class. If observers have been used, let them lead the discussion. A visiting lawyer could be asked to participate in a thorough discussion.
2. If too many jurors are rejected by peremptory challenge or challenge for cause, explain to the students that in reality more prospective jurors would be called. If you plan to follow the jury game with a mock trial, limit your challenges so that a jury of 6 or 12 can be chosen.

INSTRUCTIONS FOR JUDGE

It is the judge's duty to see that an impartial jury is selected. He also should protect the prospective jurors and stop the lawyers if they are not courteous in their questioning.

It is the judge's duty to determine if the lawyers' challenges for cause are acceptable. He must judge if they are based on a true prejudice or bias which would prevent the juror from being a fair and impartial juror. The judge also may on his own initiative dismiss any person he feels would not be impartial.

After the prospective jurors study their biographies, the judge will ask each prospective juror to stand and the lawyers to start the questioning.

JUDGE:

"Will the first prospective juror please stand?"

"Does the prosecution wish to question?"
(Questions by the defense.)

"Any further questions?"
(Questions by either or both lawyers.)

"You may sit down."

"Is this juror acceptable to the defense? To the prosecution?
If not, for what reason? Your reason is (accepted/not accepted)."

"Will the next prospective juror please stand?"
(Repeat for each prospective juror.)

AFTER ALL PROSPECTIVE JURORS ARE QUESTIONED, ASK:

"Do you wish to reject any others by peremptory challenge? Each lawyer is permitted 2."

"Will will not read the selected jury."

INSTRUCTIONS FOR ATTORNEYS

First meet with your partner attorney and write a series of questions to ask prospective jurors. Study the case and the biographies of each prospective juror. Decide what questions would help you in deciding which jurors would be impartial. The following questions should be asked each prospective juror. Then add any others you feel necessary if they are impartial.

1. What is your name?
2. Are you married? Do you have any children?
3. What is your occupation?
4. Are you related to the defendant?
5. Are you related to any of the lawyers?

As the prospective jurors are questioned, decide with your partner if there is a reason you feel this person would not be impartial in his/her judgment (challenge for cause).

After all jurors are questioned, you and your partner may strike 2 from the list for no reason (peremptory challenge).

QUESTIONS FOR DEBRIEFING

1. Was the role-play believable?
2. Did each prospective juror answer the questions as the character he/she was role-playing would?
3. Were the questions asked by the attorneys relevant to the case?
4. Which jurors do you think were prejudiced toward one side?
5. Do you think it possible always to get an impartial jury?

SELECTING THE JURY*

How You are Chosen for Jury Service

During August of each year, the tax assessor, the district clerk, the county clerk, and the sheriff meet at the courthouse of this county and from the official tax lists and registration lists, prepare a list of all qualified jurors in the county. Each prospective juror's name is written on a slip of uniform size and placed in a metal container known as the "jury wheel" that is erected so that it will freely revolve on its axle. The wheel is locked with two separate locks, the key to one lock being kept by the district clerk and the other being kept by the sheriff. As jurors are needed, the wheel is revolved to mix the names, and they are drawn for the preparation of jury lists. The sheriff or one of his deputies, the clerk or one of his deputies, and the judge must each be present when the wheel is unlocked and opened and when the names are drawn.

If you are selected as a juror and serve for at least four days, your name will not go back into the wheel until it is filled anew in August. If, however, you do not serve for as much as four days, your name is put back. Thus, your name may again be drawn or it may never again be drawn.

Excuse From Jury Service

Almost invariably, inconvenience comes from any jury service. You may be required to be away from your business and even lose money. Actually, however, your business has slight real value if the law which protects it is rendered ineffective; the inconvenience is hardly equal to that of those who left homes, business, family, and country--not once but many times--to fight for, gain, or preserve that privilege to serve on a jury. One of the responsibilities of citizenship is to take one's turn on a jury to see that justice is done. You owe much to your government which grants us liberty, freedom, and justice under the law.

Emergency or hardship is a different matter, however. If you face such extreme circumstances in your business or personal affairs that your mind cannot freely reflect and meditate upon the important issues to be tried, you should call this to the attention of the judge. Courts try to be reasonable. The judge will consider your situation, and he may determine that your service should be deferred.

You'll not get rich as a juror since your daily fee is \$5 plus mileage.

"Jury service is one of the highest duties of citizenship, for by it the citizen participates in the administration of justice between man and man, and between government and the individual.

"The juror's duties are defined by laws which are the product of some centuries of experience, and experience which has taught us that they are essential to the impartial administration of justice by jury trial. Unless the juror scrupulously observes them he is himself a law-breaker. By his neglect he may, in some instances, subject himself

to severe penalties. In all he will fail in his duty as a citizen and inflict injury on his fellow men because through his failure, law and justice fail in the appointed task." (Harlan F. Stone, late Chief Justice, United States Supreme Court)

Historical Background

In ancient times trial was not by the court and jury but by combat, champion, or ordeal. Since the year 1216 the right to trial by jury has been in existence in England by virtue of the Magna Carta. The common law of England is the foundation upon which our law is grounded and this fundamental right of jury trial has been preserved in our state and United States constitutions. The responsibility of judging our fellow men is truly enormous and must be jealously guarded by our citizens.

Selection of Jury

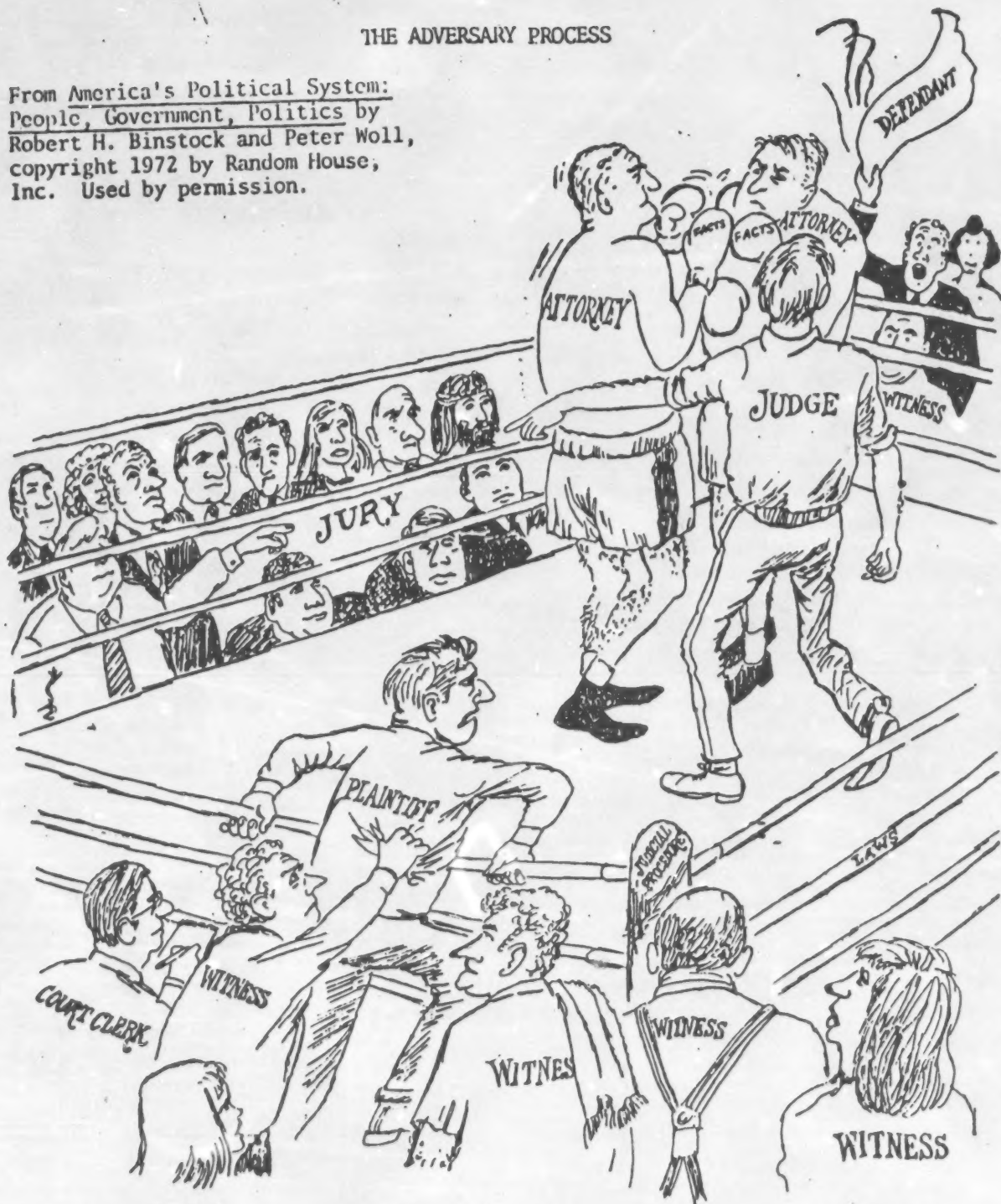
Prospective jurors will come to court for jury duty as part of the "jury panel" to hear cases now pending. The first step in trial of any case is to select from among the panel the number required to try the case, usually 12 but sometimes 6. Names of those on the panel will be drawn by law by the clerk of the court. If your name is called, come forward and truthfully answer all questions asked of you by the judge and the opposing attorneys concerning your qualifications to act as a juror. A short statements will be made giving you background on the type of litigation and the parties involved. You may be asked questions about personal life and beliefs by the judge of the lawyers; this is known as "voir dire" examination. It is only by answering the questions asked as fairly as possible by you that the attorneys for both the prosecution and defense can develop some insight into your background and determine whether you could be an impartial juror for that particular case. You may be excluded for cause (challenge for cause) or for no particular reason at all (peremptory challenge). If for any reason you are challenged and excused, whether the reason is stated or not, it should be understood that this action is not a reflection on you in any way. Indeed you may later be selected for a jury in another trial. After the caucus of the attorneys and both sides are satisfied with the jury, the jurors who have been chosen are sworn by the clerk to try the case.

VOCABULARY

- | | |
|--|-------------------------|
| 1. prospective juror | 5. prosecution |
| 2. jury wheel | 6. defense |
| 3. jury panel | 7. impartial |
| 4. "voir dire" examination
(French term meaning
"to tell the truth") | 8. challenge for cause |
| | 9. peremptory challenge |
| | 10. caucus |

THE ADVERSARY PROCESS

From America's Political System:
People, Government, Politics by
 Robert H. Binstock and Peter Woll,
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Questions for discussion:

1. How is a trial like a prize fight?
2. What are the attorneys using for their fighting blows?
3. How should the jury decide their verdict?

I. Objective

Involve students in the workings and the decision-making process of the juvenile justice system in the hope that they may better understand both the consequences of crime and some of the problems this system currently faces.

II. Motivation

What kinds of things do people your age get punished for? What punishments do you think are fair, which are not? Which types of punishments do you think help people not to repeat their mistakes? Which do not?

III. Skit

Have the students read aloud or perform the skit entitled *Judge for Yourself*.

IV. Follow-up Questions

1. Do you agree with the decision the judge came to? Why? Why not? What things did you take into consideration in coming to your decision?
2. Do you think that the judge's decision should have been more severe? Less severe?
3. The first time Wendy was picked up for shoplifting there was a court hearing, but the store manager dropped the charges. Do you think he should have?
4. At one point the prosecutor asks the police officer if he reminded Wendy of her right to remain silent when he first realized she was suspected of shoplifting. What amendment of the Constitution guarantees this right? (5th Amendment)
5. How much do you think it costs the state to have a trial of this kind? Where does the money come from?
6. How much do you think it cost the state to keep Wendy in a detention home for girls for six months? (\$12,000 a year) Where does this money come from?
7. How do adult court trials differ from juvenile court trials? Who would like to find out?
8. One reason Wendy says she steals is because she wants to have the things she sees on TV and in magazines. What effect do you think advertising has on our lives?

V. Suggestions for Activities

- Many policemen spend almost half their time waiting around in court. What's wrong with this system and how would you improve it?
- Witnesses, too, can spend all day in court and perhaps not be called to testify. Sometimes they lose pay. In addition, court schedules are often so crowded that many months may pass between the actual crime and the trial and often witnesses forget important details or faces. What would you do to improve this system?
- At one point Wendy says that she didn't realize how much trouble she could get into. Many people today believe that the certainty of punishment would deter crime. That is, sentences should not necessarily be more severe, but more certain. Countries such as England have found this to be true. What are the benefits of this type of system, what are the drawbacks? Who would like to investigate this further?

JUVENILE COURT LESSON PLAN (cont'd)

VI. Language Skillbuilder

- | | |
|-----------------------|--|
| Comprehension - | To provide practice in identifying sentences to support an inference.
To provide practice in sentence recognition; sentence completion.
To provide practice in recalling details.
To provide practice in making an inference. |
| Vocabulary - | To provide practice in discovering and generating new words with letters of a given word. |
| Structural Analysis - | To provide practice in identifying root words. |
| Study Skills - | To provide practice in locating information. |

A *juvenile court* is a court of *law* that deals with children, not as criminals, but as children in need of aid, encouragement or guidance. The first juvenile court was established in Illinois in 1899.

Juvenile courts serve children who are:

1. *delinquent* - those who need care because they have committed acts harmful to themselves or others.
2. *neglected* - those who need care because their parents or guardians refuse or neglect to care for them.
3. *dependent* - those who need care because their parents or guardians cannot care for them.

In recent years, the number of young people arrested has risen sharply. According to the Federal Bureau of Investigation, approximately one fourth of the 7 million persons arrested in 1976 were juveniles. The FBI also estimated that in 1976 more than 53% of all juvenile offenders taken into police *custody* were *referred* to the *jurisdiction* of juvenile court. This explosion of juvenile crime has placed a burden on the 3000 juvenile courts across the nation.

Many professional people are involved with juvenile court. These people are judges, social workers, lawyers, and police officers. It is important for them to have proper training and knowledge so they can treat children fairly.

Court *proceedings* usually involve a *case study*, a *hearing*, and a *disposition*. The judge sets the disposition after hearing all the information that was discovered in the case study. While there are many dispositions a judge can make, the most frequent is *probation*. Eighty percent of the children who have court hearings are placed on probation and must meet regularly with court-appointed probation officers for a period of time. Sometimes a judge will decide a juvenile must be confined to an institution. This *severe* court action is taken if a child is found to need constant supervision. The objective of confinement is to prepare the juvenile to return to the community.

The juvenile court system is very *complex*. Fortunately, many people who are concerned with *justice* for children study it and encourage changes to make it better.

JUVENILE COURT GLOSSARY

case study - report of the facts of a situation

complex - made up of complicated parts

custody - keeping, arrest

disposition - treatment decision, usually made by the judge; sentence

hearing - listening to the arguments concerning a case study; a trial

jurisdiction - area of authority

justice - administration of law; fairness

juvenile - young person; usually under the age of 18

law - rule of conduct

probation - supervision with certain conditions decided by the court

proceedings - actions, goings-on

referred - to be sent for treatment or aid

severe - serious, harsh

JUVENILE COURT SKILLBUILDER -- Page 2

1. Read the sentence. Find a sentence in the information article that supports this statement and write it below the sentence.

Juvenile court is not the same as criminal court.

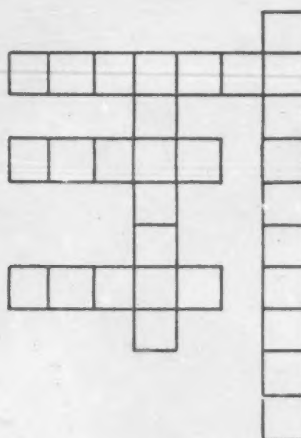
2. Look at the words. Write the root word for each word in the crossword spaces.

Down

1. delinquency
2. proceedings

Across

1. disposition
2. minority
3. referred



3. Read the sentences. Write T if the sentence is true and F if the sentence is false. Rewrite all the F sentences to make them true. You may use the information article.

_____ The most frequent court disposition is confinement.

_____ The juvenile court is very complex.

_____ Only a judge is involved in juvenile court proceedings.

_____ Delinquents are children who have done something to harm themselves or others.

_____ Sometimes children are sent to institutions.

JUVENILE COURT SKILLBUILDER -- Page 3

4. How many words can you make with the letters in the word PROCEEDINGS (three letters or more).

1. _____	6. _____	more (?)
2. _____	7. _____	
3. _____	8. _____	
4. _____	9. _____	
5. _____	10. _____	

5. Read the following. Write S if it is a sentence; O if it is not a sentence. Rewrite all the O's to make complete sentences.

_____ Minors who are caught shoplifting

_____ The actions of juvenile court are meant to help children

_____ One of the dispositions of juvenile court

_____ The increase in juvenile crime is a serious problem

6. Read the paragraph and then put an x in front of the best answer.

This was the second time Joe was referred to juvenile court. His father was upset because he had tried to do things with Joe. But they always ended up in an argument. This time Joe was caught slashing the tires of a neighbor's car. The car's windshield was smashed too. The judge looked at Joe sternly.

_____ Joe felt neglected by his father.

_____ Joe was a delinquent and needed guidance.

_____ Joe went to jail for breaking windows.

_____ Joe did not think he had done anything wrong.

SKIT**JUVENILE COURT (13 characters)****JUDGE FOR YOURSELF**

Characters:	Narrator (boy or girl)	Props:	Chairs
	Janet Rostin, caseworker		Table
	Wendy Saunders, defendant		Desk
	Mrs. Saunders		
	Mr. Saunders	Optional	
	Defense lawyer (boy or girl)	Props:	Gavel
	Prosecutor (boy or girl)		Paper, folders for lawyers
	Judge (boy or girl)		Bible
	Bailiff (boy or girl)		American Flag
	Clerk (boy or girl)		State Flag
	Mr. Olivera, store supervisor		
	Officer Morrison		
	Mrs. Nardini, saleslady		
Costume Suggestions:	Judge: Dark robe		
	Lawyers: Suits, glasses, briefcases		
	Policeman: Badge, hat, dark shirt and pants		
	Bailiff: Similar to policeman		
	Others: Street clothes		

NARRATOR: Wendy Saunders (whom we encountered in the skit, *Who's to Know?*) has been charged with grand larceny. It is the second time she has been caught shoplifting. The first time she stole \$25 worth of merchandise from a local department store. At first the store manager filed a complaint for petty larceny, but at the court hearing, he agreed to drop the charges. The judge gave Wendy a stern reprimand, released her to the custody of her mother, and dismissed the case.

The second time, Wendy was caught outside another large department store with a stolen handbag, cosmetics and a silk shirt she was suspected of stealing. A complaint was filed and a caseworker was assigned.

CASEWORKER: My name is Janet Rostin. I'm a caseworker. My job is to investigate the charges in this case and to make a special report on Wendy's family background. I present my report to the judge and he decides whether or not to proceed with a hearing.

These were some of my findings. (*reads*) Wendy Saunders comes from an upper middle class home. She is an average student at a local junior high school, and her attendance there is good. When questioned about her stealing, she said that at first she did it on a dare, but then found that she really liked being able to have things she saw in magazines and on TV, things she couldn't afford on her allowance. She feels that the things she steals are nothing compared to the thefts she reads about in the newspapers. She *does* find it embarrassing when her friends discover she has been caught. Also she hopes to go to college to become a veterinarian and she is afraid that they will find out and she will not be accepted for training.

JUVENILE COURT SKIT -- Page 2

NARRATOR: Based on the caseworker's report, a hearing was scheduled which is already in progress. The prosecutor is trying to prove Wendy stole the handbag (\$40), the cosmetics (\$8), and the silk shirt (\$55), to sustain the charge of grand larceny (theft of an article or articles valued at \$50 or more.)* The defense attorney will try to prove that the evidence presented does not prove Wendy stole the silk shirt. In this way, he hopes to have the charge reduced to petty larceny which would carry a lighter penalty. As we come in on the scene, the prosecutor is questioning Mr. Olivera, the store supervisor, who is seated on the witness chair to right of judge.

(Scene Instructions)

Judge is seated behind a desk facing the audience. The defendant is seated to the right of the witness chair facing the judge. The bailiff is standing by the door to the courtroom. The defense attorney and the clerk are seated at a long table at the front of the courtroom facing the judge. The witnesses, the defendant's parents, the narrator and caseworker sit in chairs behind the defense attorney and clerk also facing the judge.

PROSECUTOR: When you found the silk shirt in the defendant's tote bag, was there a sales ticket or a manufacturer's ticket on it?

MR. OLIVERA: No.

PROSECUTOR: Was the manufacturer's ticket for the shirt ever found?

DEFENSE ATTORNEY: Objection. There is no way to prove a manufacturer's ticket belongs to a particular garment.

JUDGE: Sustained.

PROSECUTOR: In what condition was the silk shirt you found in the defendant's tote bag?

MR. OLIVERA: It looked like new.

PROSECUTOR: What did you do when you found the shirt?

MR. OLIVERA: I had the blouse department check their stock and sales receipts to see if any shirts like the one found in the defendant's tote bag were missing.

PROSECUTOR: What were their findings?

MR. OLIVERA: They found they were missing one blue silk shirt, size 6. In addition, the saleslady, Mrs. Nardini, found a manufacturer's ticket from this type of shirt on the floor next to the counter where they were displayed.

* In some states grand larceny is as low as \$25. In New York state it is \$100 or more.

JUVENILE COURT SKIT -- Page 3

PROSECUTOR: What color and size was the shirt found in the defendant's tote bag?

MR. OLIVERA: Blue, size 6.

PROSECUTOR: Getting back to the afternoon of May 4th in Mr. Minnard's office, what happened after Mrs. Nardini said she had shirts similar to the one in question in stock?

MR. OLIVERA: Mr. Minnard said he was fed up with shoplifters, that he wasn't going to be soft-hearted anymore. Then he, the policeman and the defendant left for the precinct station.

PROSECUTOR: Thank you, Mr. Olivera, I have no further questions of this witness. *(returns to his seat at table)*

DEFENSE ATTORNEY: Mr. Olivera, when the silk shirt was discovered in the defendant's tote bag, did anyone ask her where she got it?

MR. OLIVERA: Yes, sir.

DEFENSE ATTORNEY: What did she say?

MR. OLIVERA: She said she had bought it the day before at York's Department Store.

DEFENSE ATTORNEY: To your knowledge did you or anyone else ever contact York's to see if they carried that particular shirt in that size and color?

MR. OLIVERA: Yes, sir. I did the next day.

DEFENSE ATTORNEY: And --

MR. OLIVERA: The buyer in their blouse department said, yes, they did carry it.

DEFENSE ATTORNEY: I have no further questions. *(returns to his seat at table)*

PROSECUTOR: Mr. Olivera, one final question. Did you or anyone else in your presence ever ask the defendant to produce a sales receipt for the shirt?

MR. OLIVERA: Yes, sir, but she said she had lost it.

PROSECUTOR: No further questions. *(both Mr. Olivera and prosecutor return to their seats)*

JUVENILE COURT SKIT -- Page 4

JUDGE: Call the next witness.

PROSECUTOR: I call Officer Howard Morrison. (*Howard Morrison takes the witness stand*)

CLERK: (*swears in Officer Morrison*) Place your right hand on the Bible . . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

OFFICER MORRISON: I do.

PROSECUTOR: What is your name?

OFFICER MORRISON: Howard Morrison.

PROSECUTOR: What is your address?

OFFICER MORRISON: I live at 20 Beech Street.

PROSECUTOR: What is your job?

OFFICER MORRISON: I am a member of the (*fill in name of local police department*).
I am a foot patrolman downtown.

PROSECUTOR: Where were you on the afternoon of May 4, 197_ at approximately 4:15 P.M.?

OFFICER MORRISON: I was on duty at the corner of Main and Summer Streets.

PROSECUTOR: Would you tell the court what happened at that time?

OFFICER MORRISON: I was with my partner, Officer Armstrong, when I noticed Mr. Olivera rush out of Lane's Department Store and speak with the defendant. He waved for me to come over and I did.

PROSECUTOR: What happened then?

OFFICER MORRISON: He told me he had observed the defendant stealing the cosmetics and suspected she had stolen the handbag, too.

PROSECUTOR: Did you remind the defendant of her right to remain silent?

OFFICER MORRISON: I did, but she began to cry and say she would give the stuff back and --

DEFENSE ATTORNEY: Objection --

JUVENILE COURT SKIT -- Page 5

PROSECUTOR: *(interrupts)* Your honor, it is the state's contention that the words of the defendant at this time are material and admissible in that they were a spontaneous expression of her feelings at the moment of being apprehended and thus fall within well-known and respected exceptions to the hearsay rule.

JUDGE: Overruled. *(to the officer)* Continue.

OFFICER MORRISON: As I was saying, she began to cry and to say she was sorry. She promised she wouldn't do it again if we wouldn't call her mother. She said she was afraid her mother would get too upset, and admitted to having been caught shoplifting once before.

PROSECUTOR: Thank you, Officer Morrison, no further questions. *(returns to his seat at table)*

DEFENSE ATTORNEY: Officer Morrison, did the defendant ever in your presence or to your knowledge admit to stealing the blue silk shirt?

OFFICER MORRISON: No, sir.

DEFENSE ATTORNEY: Thank you. No further questions. *(both Officer Morrison and defense attorney return to their respective seats)*

PROSECUTOR: *(rises)* Your honor, that concludes the case for the People.

JUDGE: *(to defense attorney)* Call your first witness.

DEFENSE ATTORNEY: *(rises)* I call Mrs. Nardini. *(Mrs. Nardini takes the witness stand)*

CLERK: *(swears in Mrs. Nardini)* Place your right hand on the Bible . . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

MRS. NARDINI: I do.

DEFENSE ATTORNEY: What is your name?

MRS. NARDINI: Frances Nardini

DEFENSE ATTORNEY: Where do you reside?

MRS. NARDINI: 90 Fairmount Avenue.

DEFENSE ATTORNEY: What is your job?

JUVENILE COURT SKIT -- Page 6

MRS. NARDINI: I am a saleslady in the blouse department of the Lane Department Store.

DEFENSE ATTORNEY: Mrs. Nardini, where were you on the afternoon of May 4, 197__?

MRS. NARDINI: I was working in the blouse department.

DEFENSE ATTORNEY: Did you see the defendant take the silk shirt?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: Did any other sales clerk advise you that they saw the defendant steal the silk shirt?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: Mr. Olivera testified that you said silk shirts identical to the one found in the defendant's possession had been put on display for the first time that day, Tuesday, May 4th. Is that true?

MRS. NARDINI: Yes, sir.

DEFENSE ATTORNEY: Would you say many customers looked at those shirts that Wednesday?

MRS. NARDINI: Oh yes, sir. We were constantly having to refold them because so many customers were picking them up and trying them on.

DEFENSE ATTORNEY: Were there any other blouses with that particular brand name in the vicinity of the silk shirts?

MRS. NARDINI: Yes, sir.

DEFENSE ATTORNEY: Did you or anyone else to your knowledge check to see if a manufacturer's ticket was missing from any of them?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: So it is possible that the manufacturer's ticket found later by you on the floor could have been from one of any number of blouses. Is that not so?

PROSECUTOR: Objection, your honor.

JUDGE: Overruled. Mrs. Nardini, answer the question.

JUVENILE COURT SKIT -- Page 7

MRS. NARDINI: Yes, sir. I suppose so.

DEFENSE ATTORNEY: Thank you. No further questions. *(to prosecutor)* Your witness.

PROSECUTOR: *(rises)* No questions. *(Mrs. Nardini returns to her seat)*

DEFENSE ATTORNEY: I call Wendy Saunders. *(Wendy Saunders takes the witness stand)*

CLERK: *(swears in Wendy)* Place your right hand on the Bible. . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

WENDY: I do.

DEFENSE ATTORNEY: Were you present in the Lane Department Store on the afternoon of May 4, last?

WENDY: Yes.

DEFENSE ATTORNEY: What did you do while you were in the store?

WENDY: I stole a leather handbag and some cosmetics.

DEFENSE ATTORNEY: Did you realize that this was the wrong thing to do?

WENDY: Yes, but I never realized how much trouble I could get into until now.

DEFENSE ATTORNEY: Did you take anything else from the store?

WENDY: No.

DEFENSE ATTORNEY: Did you take a blue silk shirt, size 6, from the store?

WENDY: No -- I told them what I took and I didn't take their shirt.

DEFENSE ATTORNEY: What size shirt do you wear?

WENDY: Size 7.

DEFENSE ATTORNEY: Thank you. No more questions. *(to prosecutor)* Your witness.

PROSECUTOR: *(rises)* No questions.

DEFENSE ATTORNEY: Your honor, I feel that the evidence presented here fails to show beyond a reasonable standard of doubt that the defendant stole the silk shirt found in her possession on the afternoon of May 4th last, and as such the charge brought against the defendant should be reduced to petty larceny. *(sits down)*

PROSECUTOR: *(rises)* I must disagree with my colleague, the defense attorney. The defendant has already admitted to the theft of the bag and cosmetics in the mistaken belief that her honesty would serve to save her from punishment. However, when she saw that it would not, she declined to cooperate further. The physical evidence is striking. The defendant was found with a blue silk shirt, size 6, in her possession immediately outside the Lane Department Store. An immediate check of the blouse department in the store produced the discovery that one blouse was missing, also size 6, color blue.

JUDGE: The issue before the court is whether the defendant is delinquent of petty or grand larceny. Court will recess for 10 minutes. *(bangs gavel three times)*

(Bailiff should now pass out JUDGE FOR YOURSELF slips to the class and have them fill them out. He should allow a few minutes and then collect slips, tally them with the clerk and pass the results to the judge.)

BAILIFF: Will the defendant please rise.

JUDGE: It is the opinion of the court that you are found *(reads results)*

MRS. SAUNDERS: *(breaks down crying)* Oh, Wendy.

MR. SAUNDERS: *(puts his arm around Mrs. Saunders)*

JUDGE FOR YOURSELF

(Circle the number that best describes how you would judge this case)

1. You find Wendy delinquent by reason of grand larceny (stealing the handbag, cosmetics and the silk shirt, total value \$105). Wendy has committed a felony (serious crime). In this case, you confine her to the county detention home for girls for an indeterminate time (minimum six months).
2. You feel there isn't enough evidence that Wendy stole the silk shirt, so you reduce the charge to petty larceny. You find her delinquent of this charge, a misdemeanor. You put her on probation for up to one year and she will have to report regularly to a parole officer as well as undergo psychological counseling.
3. You feel that Wendy is delinquent by reason of petty larceny but you decide to be lenient and to merely give her a stern reprimand.
4. Not Guilty.
5. Other. (Write in what charge you think Wendy is delinquent of - petty larceny or grand larceny -- what you think her punishment should be and why.)

UNIT B: POLICE - ATTITUDES - CRIME STATISTICS
ROLE-PLAYING

ROLE-PLAYING

Divide the class into groups. Give a copy of one of the role-playing incidents to each group. After each group role-plays its incident, ask the class, "Do you feel the role-playing was realistic? Why or why not?"

Ask the students who played the police officers, "How did you feel?"

Ask the other players, "Why did you act the way you did?"

If a police officer is present, ask him/her to tell what he/she would have done in a similar situation.

GROUP I (4 characters)

A ten-year-old girl walks through a department store and shoplifts a pocket calculator. The store manager catches her and takes her to his office and calls the police. Two police officers arrive. . . .

GROUP II (6 characters)

Two women and one man are looking into a store window. A young boy walks by and grabs one of the women's purses. She yells, and the man runs after the boy and catches him. The man holds the boy while the other woman goes to a telephone and calls the police. Two police officers arrive. . . .

GROUP III (7 characters)

Five teenagers are vandalizing a picnic table in a public park. Two police officers are riding by in a police car and see them. . . .

GROUP IV (4 characters)

A babysitter is watching television while the child she is watching is playing in the yard. The child wanders away, and after a frantic search the babysitter calls the police. Two police officers arrive. . . .

GROUP V (7 characters)

Four fifth graders are skipping school, drinking Cokes, and listening to records in the apartment of one of the fifth graders whose parents are both away working. A neighbor is disturbed by the noise and calls the police. Two police officers arrive. . . .

GROUP VI (6 characters)

Two police officers are cruising their beat when *four children* call them names, throw apples from a nearby tree at the police car, laugh, and run behind the house. . .

GROUP VII (4 characters)

Two police officers knock on the door of a house, show their identification, and ask the *mother* to let them search her son's bedroom for drugs. They explain to her they don't have a search warrant and she doesn't have to let them search. She gives her permission and they are searching the room when her *son* comes home. They find some marijuana under the mattress. . . .

POLICE EQUIPMENT

Patterns for Role Playing

Cut and
pin on
student



Police Badge

WARNING AND WAIVER

1. Before you are asked any questions you must understand your rights.
2. You have a right to remain silent.
3. Anything you say can be used against you in court.
4. You have the right to talk to a lawyer for advice before we ask you any questions and to have him with you during questioning.
5. If you cannot afford a lawyer, one will be appointed for you before any questioning if you wish.
6. If you decide to answer questions now without a lawyer present you will still have the right to stop answering at any time. You also have the right to stop answering at any time until you talk to a lawyer.

Field Warning Card

Cut
Slit

Cut
Slit

Handcuffs

(Cut from cardboard and slit on dotted lines.)

POLICE

The Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusetts 02155

Elementary Law Materials

SUGGESTED ACTIVITIES FOR A DISCUSSION OF THE POLICEMAN AND HIS ROLE

- I. Draw a picture of a policeman or a policewoman.
- II. After the students have finished their drawings, display them and have the students discuss the role of the policeman or policewoman.
 - a. Where have you seen a policeman?
 - b. What was he doing?
 - c. What kinds of things do policemen or policewomen do?

Direct traffic
Give directions
Help people who are hurt
Arrest people who are thieves, robbers, etc.
Break up fights
 - d. Why do policemen and policewomen wear uniforms?
 - e. When was the last time you talked with a policeman? What did you tell him? What did he tell you?
 - f. What if there were no policemen or policewomen?
 - g. What kinds of things does a policeman carry to protect himself and others from being hurt?
 - h. If you were the police chief in your town, how would you hire people to be on your police force? What "Qualifications" must they have? How would you describe the job of a policeman or policewoman to these people?
- III. What would you do if you saw the following things happening?
 - a. You are walking through the park in your town and you notice a small boy sitting on a bench crying. There is no one else around; he seems to be lost. You
 1. continue walking
 2. ask him what's wrong and try to talk with him
 3. offer to take him home
 4. find a policeman
 5. _____
 - b. If you were home alone at night and heard some noises outside, what would you do?
 1. find a flashlight and go outside to see what was happening
 2. stay inside the house and hope that the noise goes away
 3. call the police
 4. call a neighbor
 5. _____

c. You are walking past the vacant lot on your way to school and happen to notice a group of high school boys standing around in a circle watching something. You become suspicious and you

1. go over to see what is happening
2. continue on to school
3. try to find a policeman to tell him what you saw
4. tell you teacher what you saw when you get to school
5. forget what you saw
6. _____

d. It is Saturday and you are walking to meet your friends in the park. While you are walking past the school, you notice some high school students throwing rocks at the windows of the school. You recognize your brother in the group. You

1. continue walking
2. yell to the boys that if they don't beat it, you are going to call the police
3. run away before the other boys realize that you have seen them
4. find a policeman and tell him what you saw
5. call to your brother and tell him that you want to talk with him
6. _____

IV. From your discussion in class about the role of the policeman or policewoman, you should be able to begin to understand that the policeman's job is a very responsible one and also that it can be a very dangerous one. Often policemen must make quick decisions when they are faced with situations in which people may be harmed.

Suppose you were a policeman or a policewoman, what would you do in the following situations?

a. You are in your patrol car cruising the neighborhood when you see two men running from a small grocery store on the corner of the street. The man who apparently owns the store also comes out of the front door. He is holding his arm, and there is blood on his shirt. You

1. turn on your siren and go after the two men
2. stop the car in front of the grocery store and find out what has happened
3. immediately call for an ambulance from your patrol car
4. _____

b. It is late at night. You receive a call to proceed to an apartment building in the area. Someone in Apartment 2A has complained of a lot of noise in Apartment 3A. As you get to the third floor, you become very aware of the loud music coming from Apartment 3A. You

1. knock on the door and calmly notify the people in 3A of the complaint and ask them to quiet down
2. bang on the door and threaten to arrest everyone if the noise does not stop
3. kick in the door and immediately arrest the people in 3A for disturbing the peace

4. sit in your cruiser with a megaphone notifying the people in 3A that the police are in the area
 5. _____
- c. You are cruising along your regular route when you notice a group of teenagers hanging around in front of McCarthy's Hamburger Stand. It is 11:30 at night and the curfew for people under 18 is 10:00 p.m. As the group sees the police car approaching, they begin to shout and yell at you and your partner. You stop the car and
1. tell them to quiet down
 2. notify them that it is past the curfew and that they should head for home
 3. ask for identification and threaten to arrest them if they do not break up
 4. take out your billy clubs to show that you mean business
 5. yell, "Break it up, you punks!"
 6. _____
- d. You are called to a local bar to break up a fight between two men. When you arrive, you can see that both men are very drunk and already one man has a cut on the side of his face. As you and your partner attempt to pull the men apart, one of them pulls out a knife and points it at you. You
1. try to grab the knife from this man as he comes towards you
 2. immediately pull out your gun and shout, "You're under arrest!"
 3. fire your gun into the air
 4. tell everyone to clear the room and call for help
 5. _____
- e. A man who is running for political office is giving a speech in the park. Several people are shouting at him, and the people who are interested in what he is saying are finding it very difficult to hear. Soon, the two groups are yelling at each other; a riot could break out at any time. You and your partner are called to the scene. You
1. start waving your billy club shouting that everyone must quiet down
 2. immediately call for help
 3. fire your gun into the air
 4. begin arresting people for disturbing the peace
 5. _____

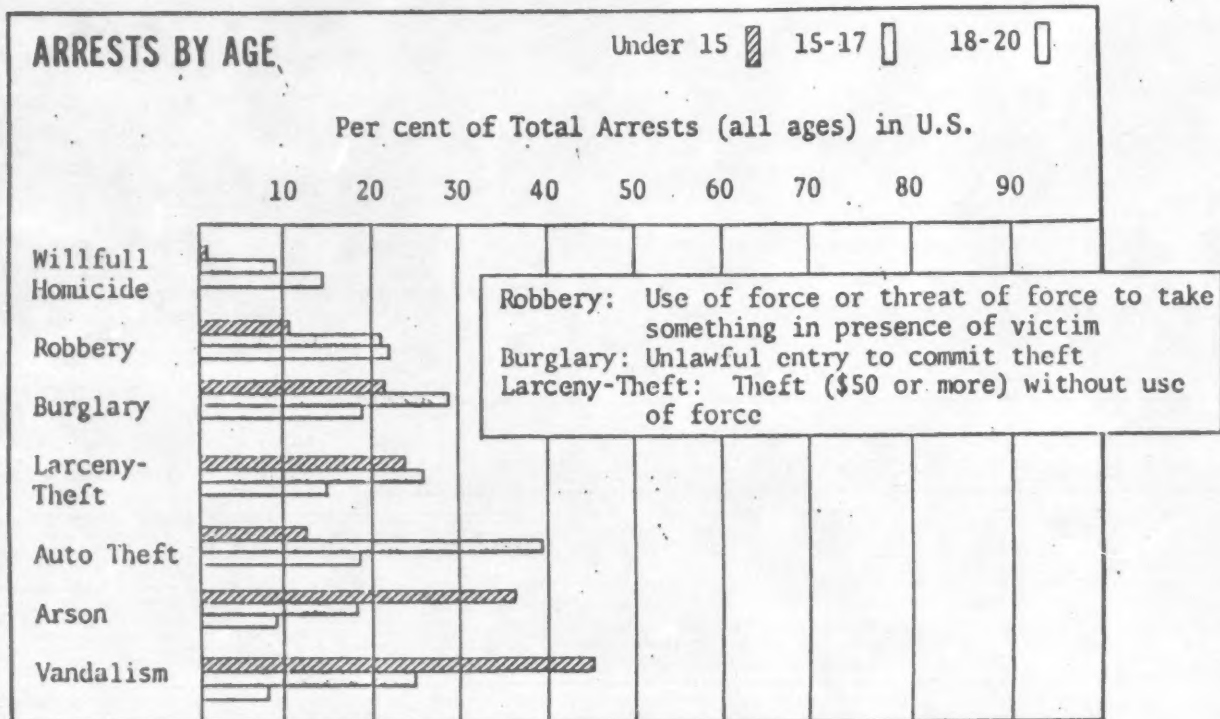
V. Try to visit a police station or invite a policeman to come and talk to your class.

SURVEY OF ATTITUDES TOWARD POLICE

1. Do you think we need police officers?
2. Do you think police officers treat everyone fairly?
3. Do you think citizens treat police officers fairly?
4. Would you call the police if you saw someone breaking into a store?
5. Do you think police officers are sometimes brutal?
6. Do you think the public asks too much of police officers?
7. Do you fear the police?
8. Do you think the police are afraid of the people?
9. Do you think police officers take advantage of their power?
10. Do you think we should take away some of the power of the police?
11. Do you think the police should have more power than they have now?
12. Do you think too many criminals are going free?
13. Do you trust the police?
14. Do you think people talk nicely to the police?
15. Do you think the police talk nicely to the people?
16. Do you respect police officers?
17. Do you think police officers should ever exert force?
18. Would you like to be a police officer?

GIVE YOUR OPINION:

19. What is law?
20. What do you think should happen to those who break the law?

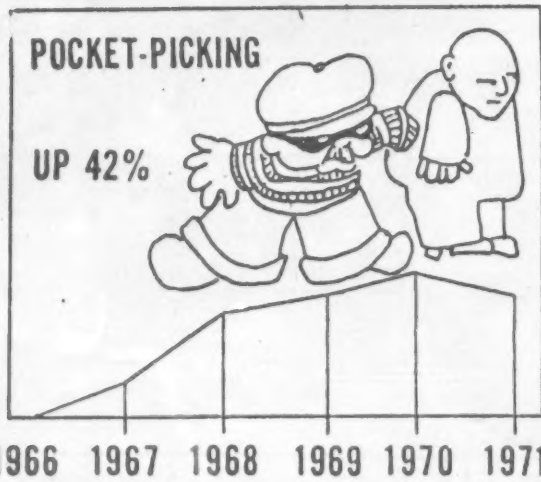


Compiled from Federal Bureau of Investigation,
Uniform Crime Reports for 1971

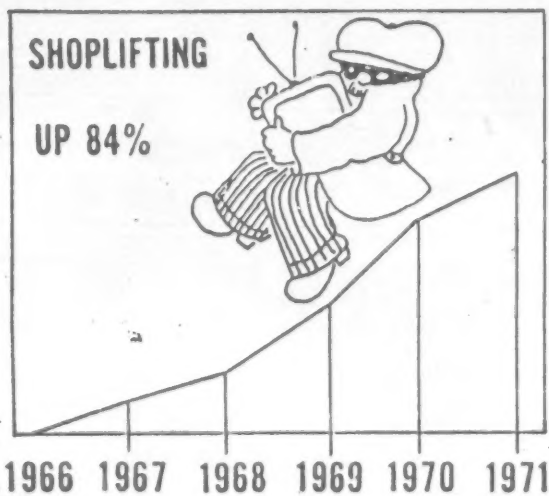
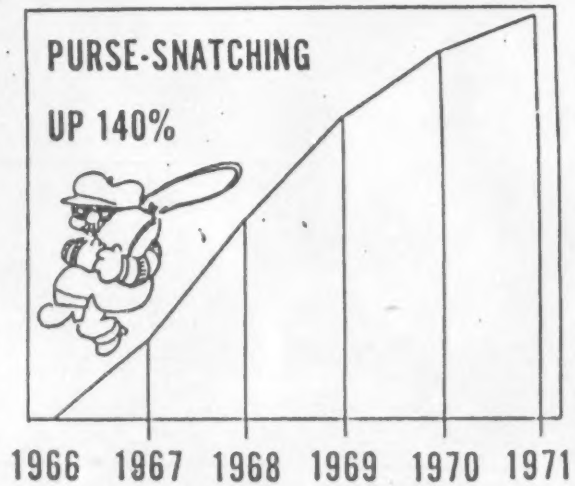
1. Of the arrests shown, in what crime are children under 15 most highly involved?
2. For what crime (of those shown) are the fewest arrests made among persons under 21?
3. Approximately what per cent of arrests for robbery involve persons between the ages of 15 and 17?
4. Of the age groups shown, which accounts for the lowest involvement in the crime of larceny-theft?
5. For which crime are persons under 21 most responsible?
6. Who are the more frequent offenders in burglary: those under 15; 15-17; or 18-20?
7. For what crime are persons between 15 and 17 more highly involved than the other 2 age groups combined?
8. Approximately how many times more persons under 15 are arrested for crimes of vandalism than people between 18 and 20?
9. Which age group (of those shown) accounts for most arrests for arson?

UNIT B: POLICE
TRANSPARENCIES

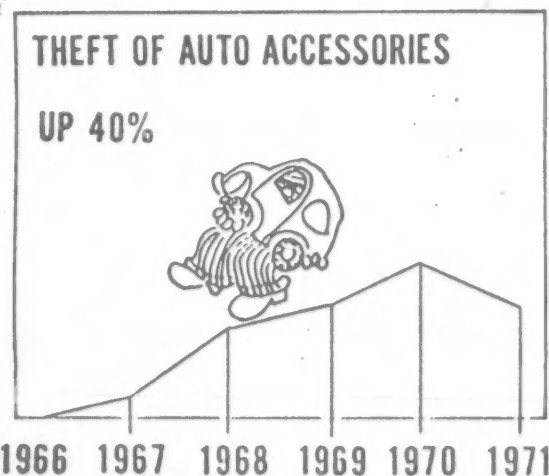
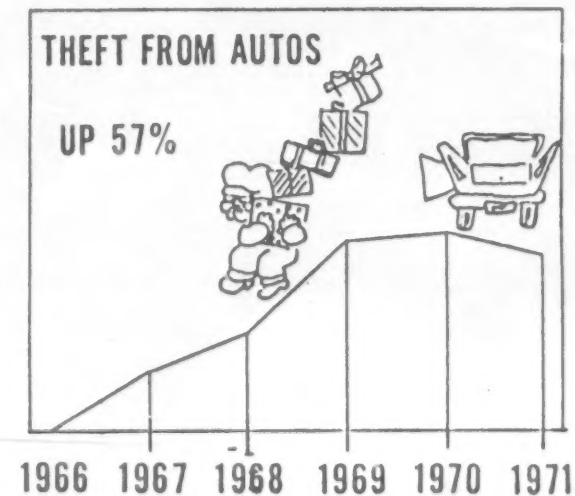
REPORT ON CRIME, 1966-1971



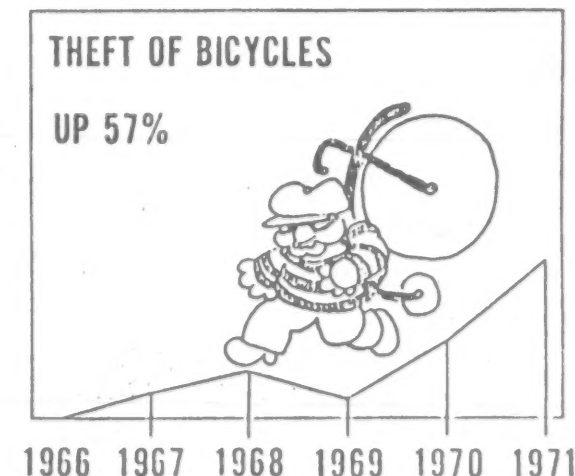
+140%
+120%
+100%
+80%
+60%
+40%
+20%
+0



+100%
+80%
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+0



+100%
+80%
+60%
+40%
+20%
+0



1. Are we an increasing criminal society?
2. What do you think are causes for this crime growth in the U.S.?

Role of the Policeman

How is the basic role of the policeman different from that of the prosecutor and the judge? Write either "policeman", "prosecutor" or "judge" beside each of the following:

- _____ Rules on evidence.
- _____ Files charges.
- _____ Doesn't take sides.
- _____ Arrests offenders.
- _____ Lawyer for people in criminal cases.
- _____ Investigates crimes.
- _____ Tells jury what the law is.
- _____ Only investigates in complex cases.

From Texas Crimes and Punishment
by Carol Vance
District Attorney
Harris County, Texas
Used by Permission

CASE DISMISSED



1. Who are the characters in the cartoon?
2. What seems to be the central theme of the cartoon?
3. Why?
4. Whom is the judge punishing?
5. Who is happy about the punishment?
6. Do you think this is fair?

POLICE

RESULTS OF SURVEY ON ATTITUDES TOWARD POLICE

	NUMBER OF CLASS MEMBERS ANSWERING YES	NUMBER OF CLASS MEMBERS ANSWERING NO	NUMBER OF FAMILY AND NEIGHBORS ANSWERING YES	NUMBER OF FAMILY AND NEIGHBORS ANSWERING NO
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

OPINIONS GIVEN ON:

19. What is law?

20. What do you think should happen to those who break the law?

ANSWER SHEET

POLICE

Transparency 2

1. judge
2. policeman
3. judge
4. policeman
5. prosecutor
6. policeman
7. judge
8. prosecutor

Spirit Master 2

1. vandalism
2. willful homicide
3. 21%
4. 18-20
5. vandalism
6. 15-17
7. auto theft
8. 4 times
9. under 15

RESOURCES

AUDIO-VISUAL AIDS FOR POLICE UNIT

FILMS

Under Arrest (Tx-050). Walt Disney Educational Media Co.; 800 Sonora Ave.; Glendale, CA 91201. A film showing both sides of an actual encounter between two policemen and a young man. Helps students gain a greater understanding of the problems facing men and women in the criminal justice system. The film raises questions, and the stop-freeze technique allows for classroom discussion.

Why We Have Taxes: The Town That Had No Policeman (T-047). Learning Corporation of America; 1350 Avenue of the Americas; New York, New York 10019. A baffling problem arises in a little community. A thief has stolen the farmer's tomatoes, the clothesmaker's new suit, the housebuilder's wheelbarrow, and the shoemaker's sandals. Clearly a policeman is needed. But how will the policeman earn a living, since he has no goods of his own to sell? The clothesmaker thinks of a perfect solution: If everyone gives a little bit of money, the total amount will be enough to pay the policeman to work for the whole community. The simple idea of taxation to accomplish a common goal is born. Concludes with examples of modern services provided by taxes.

RECORD

Law: You, the Police, and Justice. Scope Literature; Scholastic Book Services; New York, New York. Recording of the judge trying a juvenile case.

SIMULATION

Police Patrol. Simile II; P.O. Box 1023; LaJolla, CA 92037. Police Patrol is an exciting role-playing simulation designed to help participants explore their attitudes toward police and authority and to broaden their knowledge of the policeman's job. Through a number of small group incidents they have the chance to play roles of police, suspected criminals, citizens in need of help, and to observe and evaluate others. The activity encourages increased understanding of the complexities of law enforcement and the anxieties, pressures, and fears which affect policemen in patrol cars. The simulation has been used successfully by teachers and police working to improve student and adult understanding of police problems and responsibilities. Police Patrol requires 20-35 participants and can be used with grade 7-12 students and with mixed student-adult groups as a 1, 3, or 5 day experience (50 minutes per day).

FILMSTRIP AND CASSETTE KIT

A Career in Law Enforcement, Parts I and II consisting of 2 filmstrips, 2 cassettes, and a teacher's manual. Pathescope Ed. Films; 71 Weyman Avenue; New Rochelle, New York 10802. Examines in detail the challenges, problems and dangers, broad functions, satisfactions and drawbacks of being a policeman or policewoman.

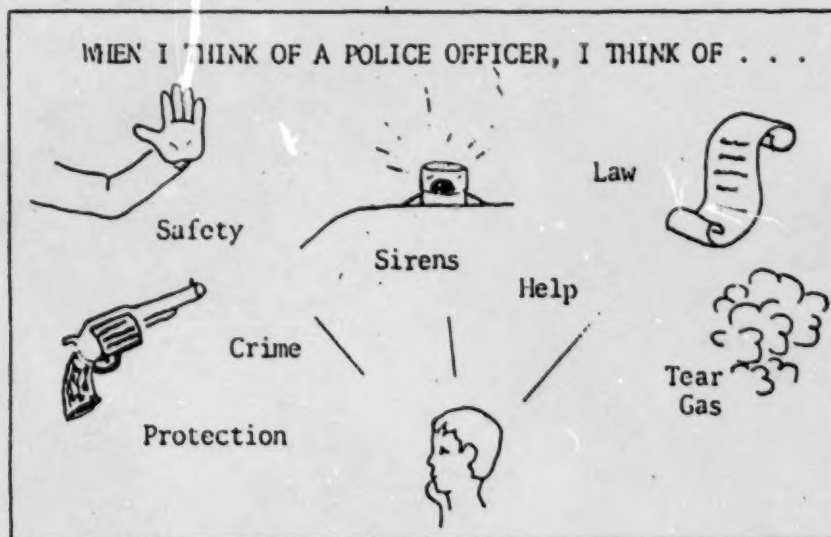
People at Work Enforcing the Law: Pathescope Ed. Films. Explores the work of the policeman.

POLICE BULLETIN BOARD IDEAS

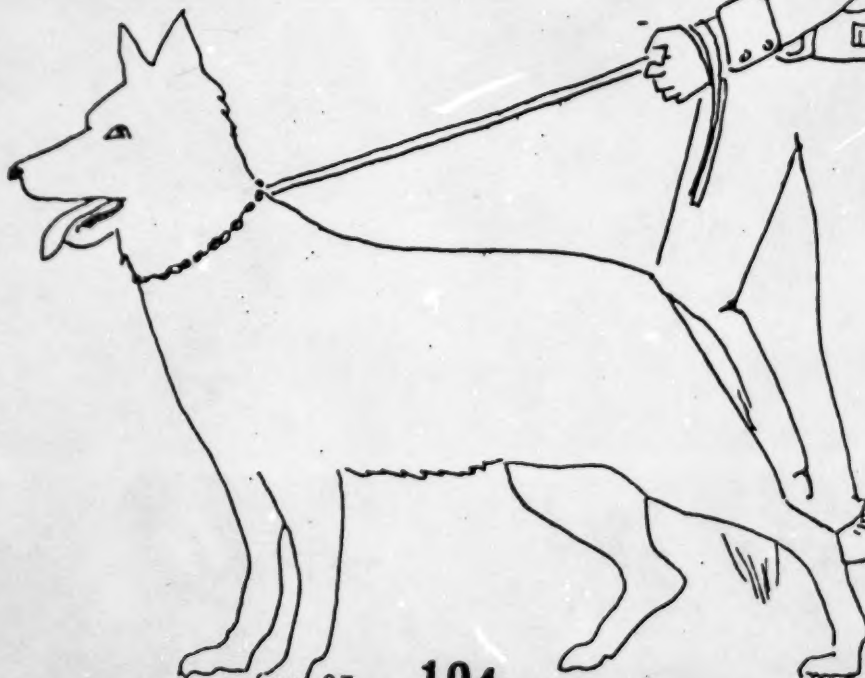
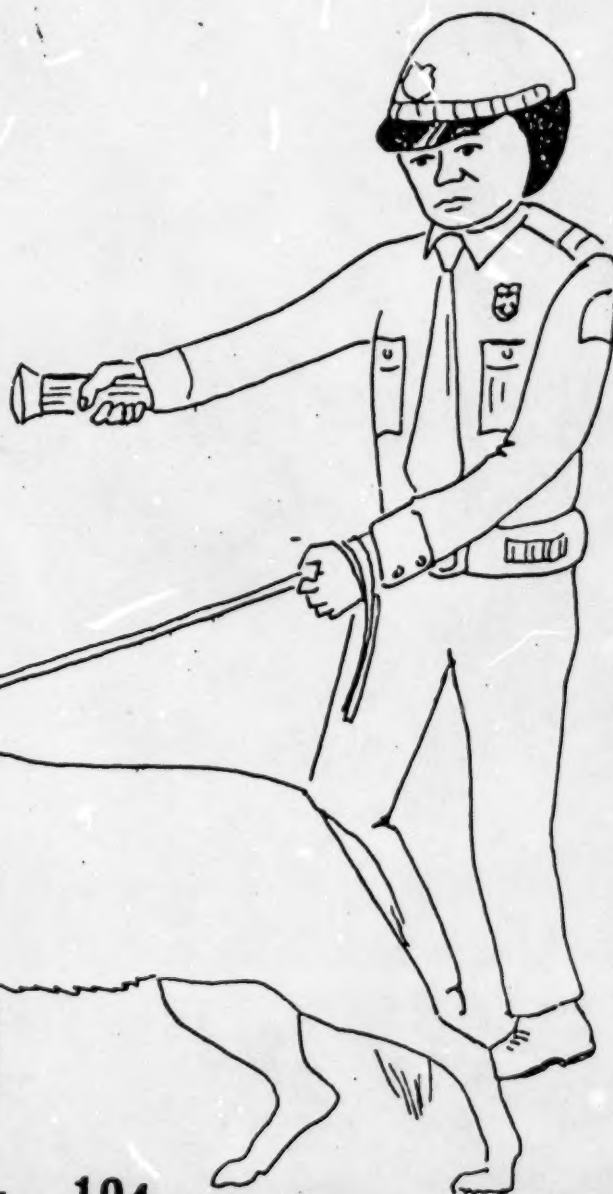
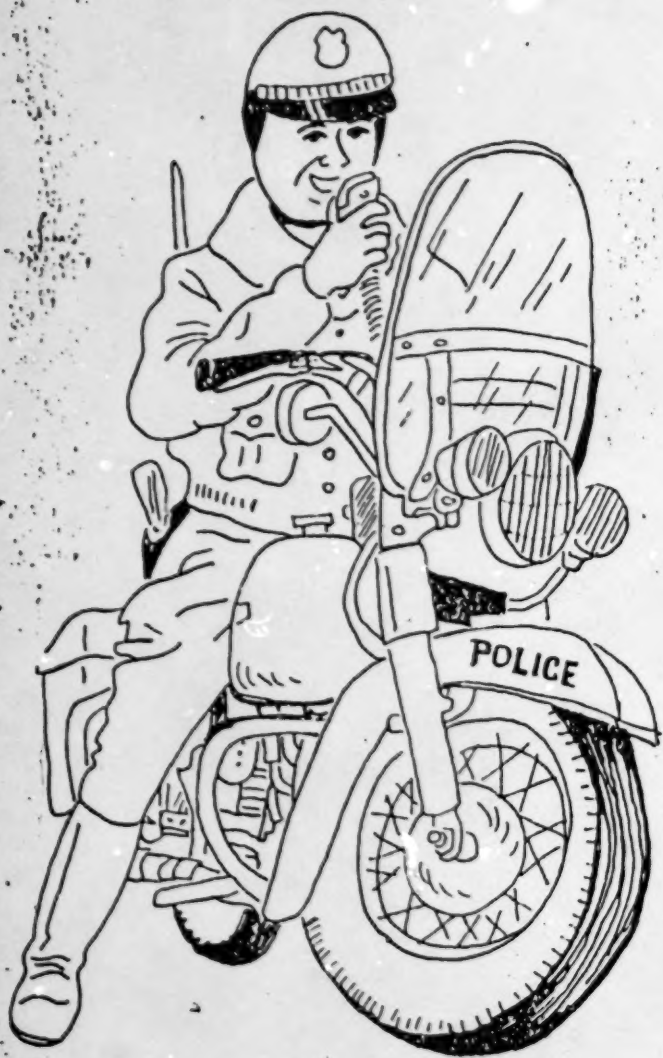
POLICE*

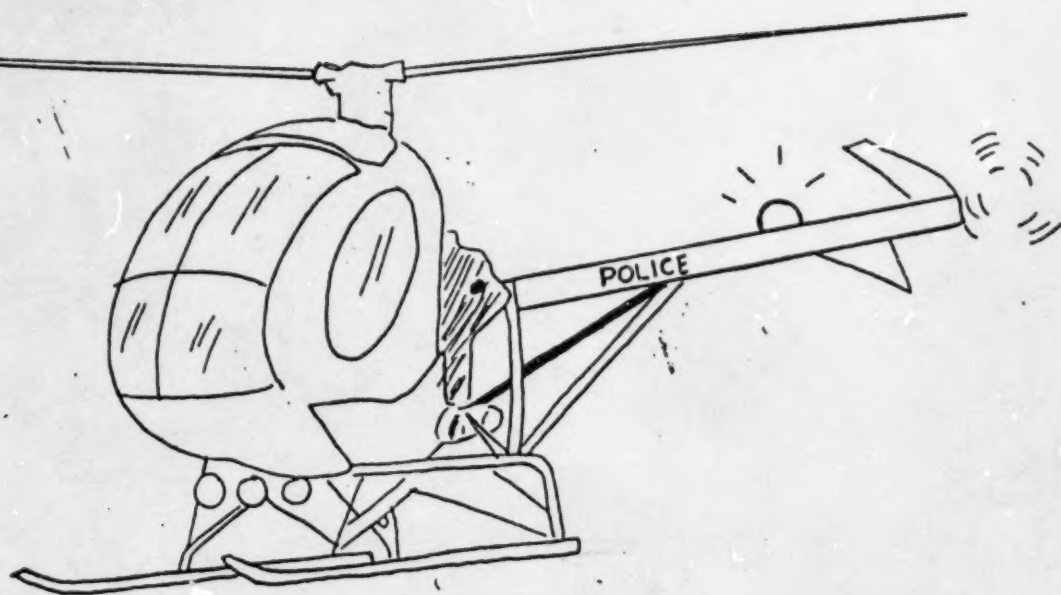
After the students have participated in Activity I, "Open-Ended Statement" (Strategy No. 18), put some of their ideas on the bulletin board. Both words and pictures could be used. Add to the bulletin board during the study of the unit.

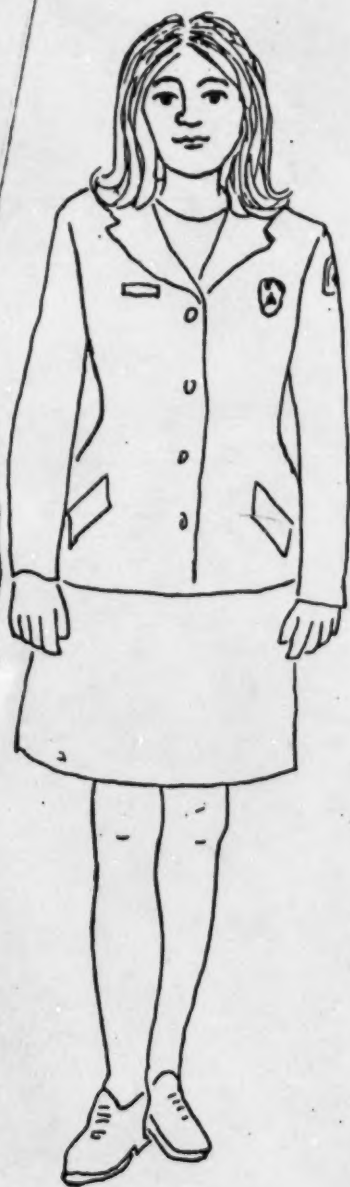
At the end of the unit, ask the students to make a list of the words they feel are most appropriate for describing police activity and to place those words in rank order (Strategy No. 4) according to which they feel are most important.



*Pictures taken from Police Coloring Book, Dallas Police Department
Used by permission.







THE LAWS

TERMS

SAFETY-SECURITY

Safeguard



_____ 1. MISDEMEANOR

_____ 2. FELONY

_____ 3. PRELIMINARY HEARING

_____ 4. ACQUITTAL

_____ 5. TRIAL

_____ 6. ARRAIGNMENT

_____ 7. MOTION

_____ 8. DOCKET

_____ 9. JURISDICTION

_____ 10. EMPOWERED

a) A decision by a judge or jury, after a trial, finding the defendant has not been proven guilty of the crime for which he or she was charged.

b) Area of authority

c) Having authority to do something

d) Appearing before a judge in order to determine whether there is sufficient cause to go to trial. It is the minor match preceding the main event and is held before the issuing of an indictment.

e) A request made by someone asking the court to do something. It is also called a petition.

f) A list of lawsuits set for trial along with where and when the trial will occur.

g) A major crime. Usually involves fines and imprisonment in a state or federal facility for those convicted of committing one. They can also call for the death penalty.

h) A major crime, usually involving a fine or jail term of a year or less.

i) The examination of facts and law in a case following a plea of not guilty by a defendant.

j) This is the first time a person appears before a judge. The defendant is told of the charge being made, bail is set and future appearances arranged.

- Content:** Students play a teacher-devised card game to identify law-related terms.
- Objectives:** At the end of this lesson, students should be able to:
1. Recognize given law-related terms.
 2. Define given law-related terms.
- Rationale:** If students can recognize some legal terms and understand their usage, they will be better able to relate other law-related activities such as pro se court, mock trials etc..
- (Requirements: Students must have had some previous lesson(s) on the terminology. Students must be able to recognize the written terms. Reading level of the student may be very low or very high.)
- Procedure:**
- A. The teacher divides the class into groups containing from four to ten students.
 - B. He directs the students; attentions to the TERM cards. These are in the room in plain sight. They could be on a bulletin board or on the chalkboard ledge. (They must be in plain sight and they must be easily accessible to the students.)
 - C. He gives each group a stack of clue slips, enough for each member of the group. The clue slips should be placed face down.
 - D. Each group selects a person who will go first. The others follows, one after the other, in order.
 - E. Depending upon the class and its reading level, clues can be read in one of three different manners:
 1. An aide could be in each group and could read the clues selected.
 2. A student who reads well could be in each group and could read the clue selected.
 3. The student who selects the term could read the clue to the rest of the group.
 - F. The student designated to go first takes one of the clue slips. It is read in one of the above manners. No one from the group can coach the detective student. That student must leave his or her group and go to find the term card that matches his or her group.
 - G. When the student returns with the term card, the rest of the group must vote as to whether they accept the card or not. If they do not, then the student must return the term card he or she took and find another. He must do this until the group accepts his or her term. Once it is accepted the next student performs a similar manner until each member of the group has completed the task.
 - H. The first group to finish with all correct answers is declared the winner.
- Evaluation:** The teacher evaluates the class by a time factor. If all of the class completes this activity in forty minutes, the first time and then in thirty minutes the second time, they are becoming more familiar with the terms and their usage.

2. Plaintiff is an assistant to a lawn mowing youth.
 Defendant is the youth who mows lawns.
 Defendant has been mowing neighborhood lawns for three years. This year he has hired an assistant to do the trimming since he has so many lawns. Plaintiff has agreed to trim for \$1.50 per lawn. The mower gets from \$4.00 to \$5.00 per lawn when completed. A customer refused to pay the defendant since only part of the trimming is done. The defendant, therefore, is suing for \$5.00, the amount he would have received from the owner of the lawn.

What is the issue?

How would you decide? Why?

H. Students play the "Do you Know?" game with the following vocabulary list:

counsel	evidence	constitution
petition	guilty	impartial
arrest	civil case	jury
appeal	oath	contradict
resist	plaintiff	swear
rehabilitate	clerk	justice
violate	hearing	criminal case
transcript	illegal	valid
deliberation	client	verdict
resist arrest	procedure	vote
due process	prosecuting attorney	decision
incorrigible	conflict	lawsuit
disagree	innocent	lawyer
attorney	judge	confession
legal	argument	
mock trial	responsibility	
bailiff	suspension	
frisk	witnesses.	

Rules: Make the words or phrases on "Do You Know" cards and put them in a "Do You Know" box. Give five points for each correct answer. Divide the class into four equal lines. Choose a team to go first. The first student chooses a "Do You Know" card from the box and asks one of the first students in one of the remaining rows, "Do You Know" what *The Word* means? If this student gets it right he puts five points on the board for his team and the second person in his row chooses the next "Do You Know" word and asks one of the students in the second position in one of the other rows. This pattern continues. If a person misses the word, that person asks someone else in the same position in one of the remaining two rows. In the event that neither of these students knows, the student behind the original student who chose this "Do You Know" word is asked the question. This way one word could possibly proceed through the whole class back to the person who originally chose the card, if no one knows the meaning. If this happens, the teacher is the person who decides if the meaning is correct. After playing the game a few times the teacher may want to have a group of two or three students by the panel who decides if the student has given an acceptable meaning.

Variation: Change the wording when the "Do You Know" cards are read to say "Do you know how to use *The Word* correctly in a sentence?"

- I. The following seek and find sheet may be used after playing the game.

Seek and Find

S U S P E N S I O N C A I L
A T T O R N E Y T S T N A G
P S V A L I D C O C N O N R
T P L A G E L L I O E I L F
E I E S H C E L C T R K R C
A U G A T B F E A A S I T B
L S A R A N N L E R S U N G
L W L T O T O H O K R H J U
U A B C L I E N T A R E K I
S L C I V I L C A S E C S L
E V I D E N C E C L E R K T
E C I T S U J R N T J U R Y

valid	evidence	violate
oath	justice	appeal
civil case	illegal	clerk
conflict	suspension	jury
attorney	hearing	client
frisk	guilty	arrest
innocent	legal	law suit

- J. The teacher plays the filmstrip and tape, "The Battle of Oog and Ugh", from the *Foundations of Justice** Kit and follows instructions furnished in the teacher's manual. A mock trial is the follow-up.

A second and third situation are in the kit for more practice with the mock trial technique. Teachers may want to use a real case or two. A lawyer or public defender can observe one of the mock trials and answer questions on the roles of the various people in the courtroom procedures.

- K. A group of students are given the following titles: judge, bailiff, court reporter, clerk of the court, prosecuting attorney, defense attorney, juror, witness, plaintiff and defendant. Name tags are worn. The students are placed in a semi-circle in front of the class and must try to convince the rest of the class that they have the most important role in the courtroom. The teacher or another student leads the discussion, being sure each student has a chance to speak.

Evaluation:

When the children set up their own judicial system and have it work for their own classroom they show that they really understand the procedure, vocabulary, and roles of the persons connected with our justice system. The teacher may have them try some cases that really happened for an evaluation if he does not intend to set up a democratic classroom.

*Foundations of Justice kit: Law in American Society Foundation; Foundation of Justice Series: Charles Merrill Publishing Co., Columbus, Ohio.

IT'S THE LAW

1. If you accidentally cause someone to die, it's _____.
2. When you tell a lie in court under oath, you commit _____.
3. If I steal property entrusted to me by my boss, I'm a(n) _____.
4. Sam burned down his house in order to collect the insurance. It's _____.
5. If you steal my idea for a story and say you wrote it, that's _____.
6. Penelope called Bertha a big, fat liar. That's _____.
7. Alex said if I didn't give him \$10, he'd break my arm. That's _____.
8. That beautiful boat you sold me is full of leaks, you _____.
9. You knocked out my tooth when you hit me! I'll have you arrested for _____.
10. Tom Miller signed the name James Moore and cashed a check, the _____.
11. The Krafty Loan Company charged too high a rate of interest; that's _____.
12. George was handed an official notice to appear in court, a(n) _____.
13. Harry threatened to sock me in the jaw. That's _____.
14. John spoke rudely to the judge. He was fined for _____.
15. Matilda carefully planned to poison her rich aunt. It was a(n) _____ murder.
16. Mr. Pennypacker has two wives. That's _____.
17. Rudolph tricked me out of \$100. He's nothing but a(n) _____.
18. You make me so angry, I could commit _____.
19. If you don't give me \$500, I'll tell everyone you dye your hair. That's _____.
20. Egbert wrote a newspaper article that insulted Algernon. That's _____.

perjury
mayhem
assault
battery

arson
subpoena
slander
manslaughter

libel
contempt of court
premeditated
fraud

extortion
blackmail
plagiarism
forger

bigamy
swindler
usury
embezzler

Topic: LAW TERMINOLOGY

Time: 1 class period.

Materials: Cards (index) with terms distinctly written on them. (It is advisable to have these cards marked so that they will be easily identified as part of this lesson plan. For example, they should all be of the same color, the same shape, or marked with a design.) A set of slips containing the clues for the terms.

TERMS

CLUES

Plaintiff	John Mays stole my tape recorder. He should return it to me. Who am I?
Gavel	I am the instrument the judge bangs when he wants order.
Jury member	I must decide on the evidence given whether or not the defendant is guilty.
Juvenile	I am not an adult. I am ten years old. What am I?
Delinquent	I am fourteen years old. I have stolen a car. What am I?
Defendant	Sam Smith said I assaulted him. He must prove I'm guilty. Who am I?
Assault and Battery	I am the act of beating a person up. What kind of an act am I?
Guilty	I am the term that says I committed a crime. What term am I?
Pro Se Court or Small Claims Court	I am the court that has only three members, the judge, the plaintiff, and the defendant.
Judge	I am the person who must sentence the convicted criminal. Who am I?
Criminal	I am the person who has committed a crime. Who am I?
Arraignment	I am the hearing at which the judge decides whether or not a person should be held for trial.

There are many more terms that the teacher might wish to use. He chooses as many as he wants, depending upon class size.

- Content:** Students play a teacher-devised card game to identify law-related terms.
- Objectives:** At the end of this lesson, students should be able to:
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 - G. When the student returns with the term card, the rest of the group must vote as to whether they accept the card or not. If they do not, then the student must return the term card he or she took and find another. He must do this until the group accepts his or her term. Once it is accepted the next student performs a similar manner until each member of the group has completed the task.
 - H. The first group to finish with all correct answers is declared the winner.
- Evaluation:** The teacher evaluates the class by a time factor. If all of the class completes this activity in forty minutes, the first time and then in thirty minutes the second time, they are becoming more familiar with the terms and their usage.

Safeguard



BICYCLE QUESTIONNAIRE

1. How many bicycles does your family own? _____

2. Who owns these bicycles? Father _____ Mother _____ Sister _____ Brother _____ Others _____

3. Whose bicycles are licensed? _____

Whose bicycles are not licensed? _____

4. Do you know where to license your bicycle? Yes _____ No _____

5. Do you know what information is needed? Yes _____ No _____

6. Do you know how much the license costs? Yes _____ No _____

7. Do you have a bicycle lock and cable/chain? Yes _____ No _____

If yes, what kind of lock and chain/cable? _____

8. Do you lock up your bicycle at school? Yes _____ No _____ At home? Yes _____ No _____
When you run an errand? Yes _____ No _____ At the park? Yes _____ No _____

9. Has your bicycle ever been stolen? Yes _____ No _____

Do you know anyone who had had their bicycle stolen? Yes _____ No _____

How many people was this who had their bicycles stolen? _____

10. Would you like to get your bicycle licensed? Yes _____ No _____

11. Do you think having a license on your bicycle will stop it from being stolen? Yes _____ No _____

FIND-THE-CRIMES PUZZLE

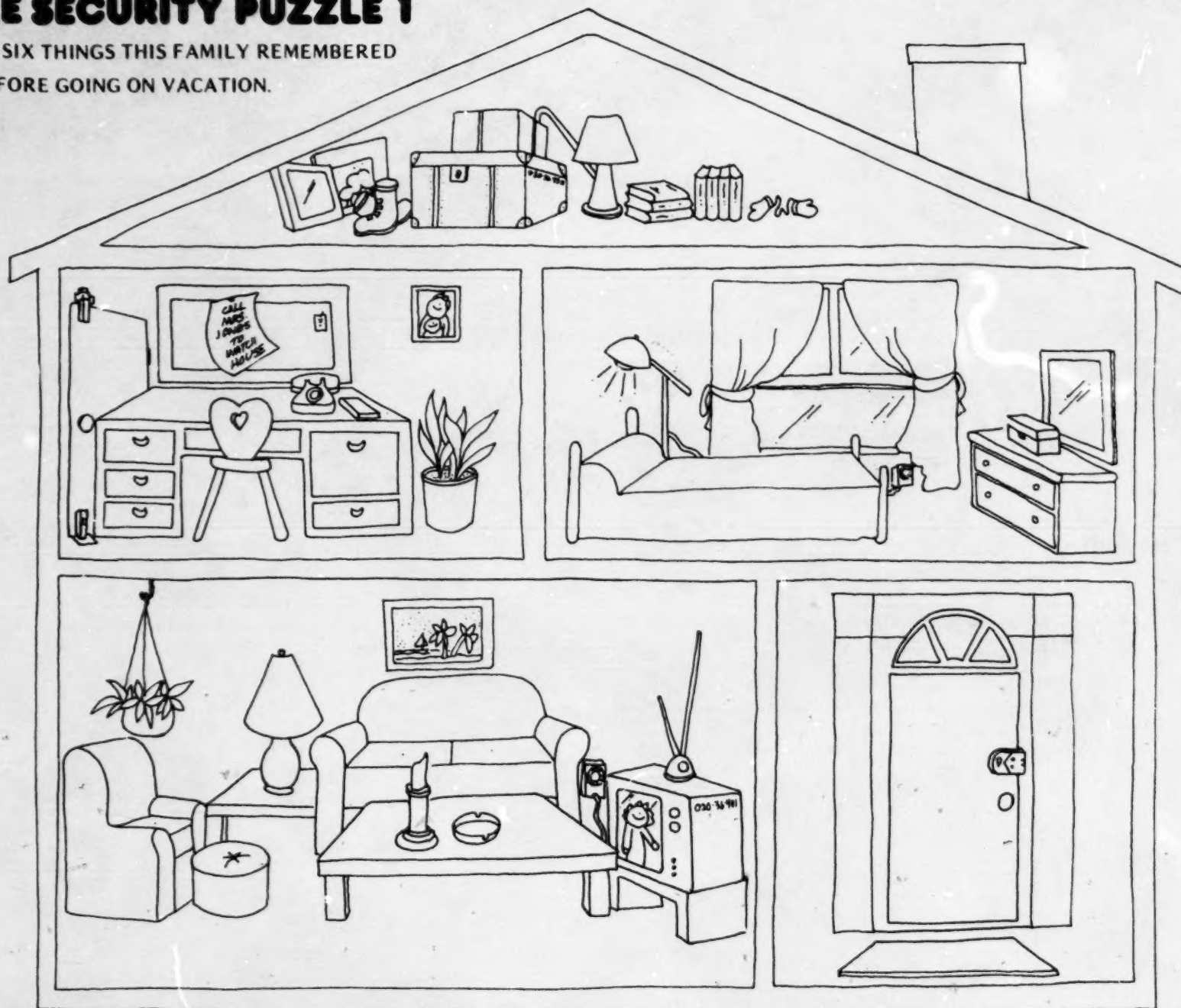
WHAT ARE THE EIGHT CRIMES BEING COMMITTED IN THIS PICTURE?



1. Employee stealing coat. 2. Kid carving initials into tree (vandalism). 3. Kids buying and selling stolen watches. 4. Man stealing TV. 5. Cab driver hiteering. 6. Burglar break-
ing into apartment. 7. Woman shoplifting. 8. Man snatching purse.

HOME SECURITY PUZZLE 1

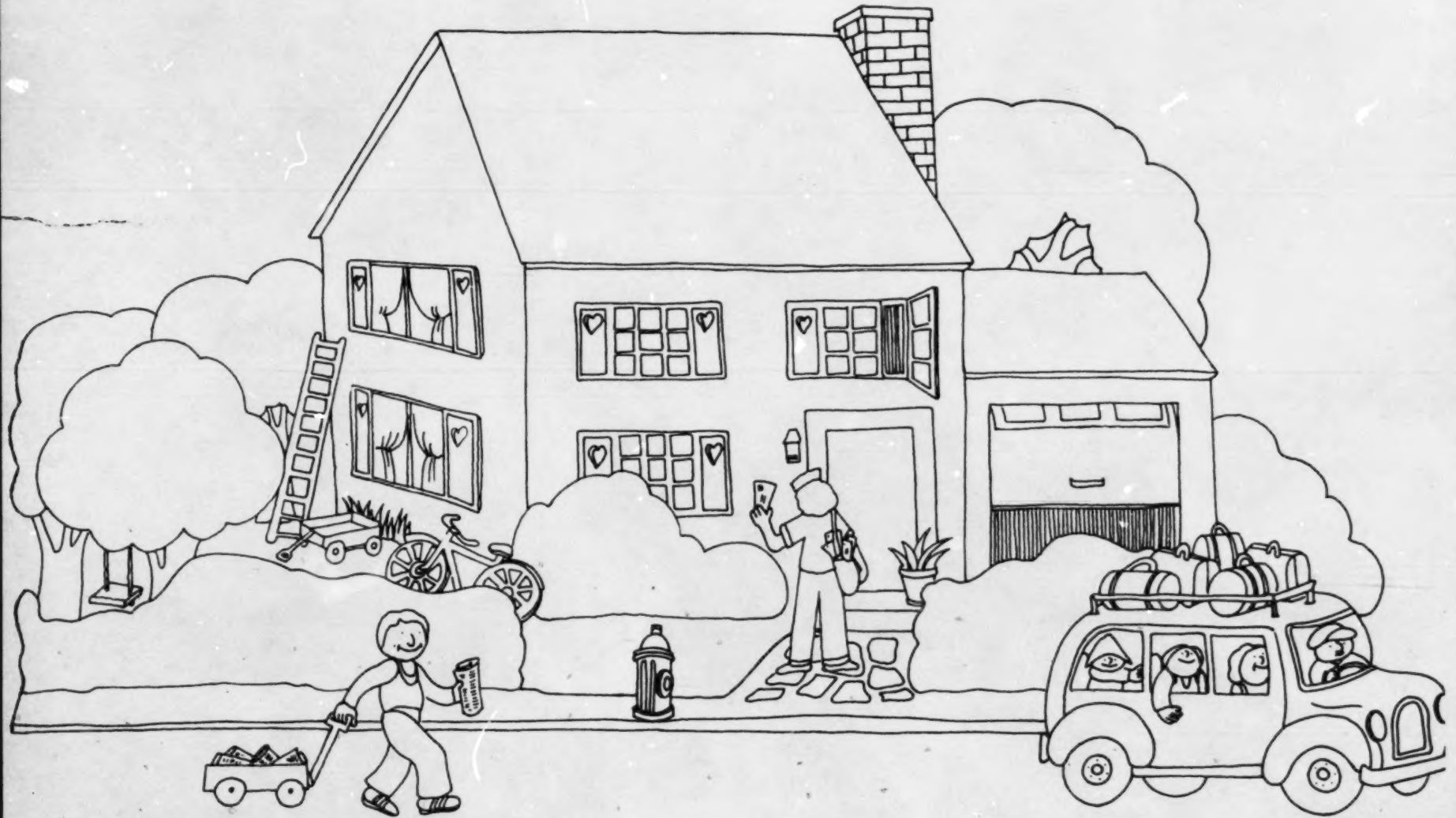
FIND THE SIX THINGS THIS FAMILY REMEMBERED
TO DO BEFORE GOING ON VACATION.



1. To use flush lever bolt locks for inactive door at top and bottom. 2. To notify neighbor to watch house. 3. To hook up lamp to a timer. 4. To hook up TV to a timer. 5. To mark belongings with I.D. no. 6. To use vertical dead bolt lock for active door.

HOME SECURITY PUZZLE 2

FIND THE SIX THINGS THIS FAMILY FORGOT TO DO BEFORE GOING ON VACATION.



120

121

1. To lock up ladder and bicycle. 2. To notify paper boy so newspapers won't pile up. 3. To notify mailman so that mail won't pile up. 4. To trim shrubbery so burglars can't hide. 5. To close and lock window. 6. To close and lock garage door.

OTHER AREAS OF CONCERN

LESSON PLAN

BUYING STOLEN GOODS

I. Objective

To help students recognize that buying stolen goods is a form of stealing; to help them make appropriate decisions in the face of conflicting feelings and family pressure; and to realize that buying stolen goods causes more burglaries in our society.

II. Motivation

Write the word "hot" on the board. Ask students what it means. Lead them to the stolen goods meaning.

III. Skit

Have students read aloud or perform the skit entitled *For Eight Bucks - How Can You Go Wrong?*

IV. Follow-up Questions

1. What do you think Charlie was starting to say before his mother made a motion for him to be quiet?
2. Why do you think his mother didn't want him to finish speaking?
3. How do you think he is feeling at the end of the skit toward his father? His mother? His radio?
4. Has your home or apartment ever been broken into? How did you and your parents feel?
5. What do you think Mr. Milgrom means when he says, "For eight bucks - how can you go wrong?" Is it true? If not, why not?
6. If people didn't buy hot televisions and radios, as well as other items that have been stolen, would there be as many break-ins to homes and apartments?
7. What do you think Charlie should do?
8. How many homes and apartments would you guess were broken into and burglarized in this state last year? In the U.S.? How can you find out?
9. Can you think of any ways you can help in your neighborhood to prevent homes or apartments from being broken into?
10. If you see a bike that you recognize as one that was stolen, what should you do?

V. Suggestions for Activities

- How do police track down people who sell stolen goods? Who would like to find out?
- Take down serial numbers on your bikes, stereos, radios and record them in a safe place.
- Stealing items from homes and apartments is one way fences get stolen merchandise. How else do they get it? Who would like to find out?
- What happens to a person if they get caught buying stolen goods? Who would like to investigate this?

BUYING STOLEN GOODS LESSON PLAN (cont'd)

Invite a member of the police department to come in to show your class how to participate in Operation Identification. This program has been very successful in reducing burglaries.

Suggest to students that they make and distribute flyers telling people why not to buy stolen goods. If the flyers are really good, suggest that they contact the local service clubs or Chamber of Commerce. Often groups such as these sponsor the cost of printing worthwhile projects.

Suggest that your students find out if there is a tenants' association in their apartment building. If there is no such organization, have them suggest one, and work with willing neighbors to get one started. For students who live in houses, have them speak to their parents about Neighborhood House Watch, a program in which neighbors look after each other's property. Local police departments will often have more information on this program.

VI. Language Skillbuilder

Comprehension - To determine sentence authenticity.

To provide practice in following directions and selecting the main idea.

Vocabulary -

To expand student awareness of the multiple meanings of words.

To provide practice in matching words and definitions.

Study Skill -

To practice reference skills.

To provide practice in identifying guide words when using a dictionary.

SKIT

BUYING STOLEN GOODS (6 characters)

FOR EIGHT BUCKS - HOW CAN YOU GO WRONG?

Characters: Narrator (boy or girl) Betty Milgrom (mother) Art Milgrom (father) Charlie (son, 12 years old) Dory (daughter, 5 years old) Officer Carey (boy or girl) Suggestions for Costumes: Mr. Milgrom: glasses, casual clothes Mrs. Milgrom: skirt or dress Officer: hat and badge Dory and Charlie: casual clothes	Props: Newspaper Small transistor radio 3 or 4 chairs 4 or 5 books Optional Props: Plant and glass of water Paper and crayons or marking pens Two brown paper bags filled to appear to con- tain groceries
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NARRATOR: Scene 1 takes place before dinner in the Milgrom's family room, which ad-joins their kitchen, separated only by a table and chairs. Mr. Milgrom is sitting in an easy chair reading the evening paper. Mrs. Milgrom is watering a plant at the table. Dory is sitting on the floor near her father, drawing. Charlie enters.

MR. MILGROM: *(looks up over his paper)* Hi, Charlie.

CHARLIE: *(walks in carrying two bags of groceries)* Hi, Dad.

MR. MILGROM: Just been to the store for your mother?

CHARLIE: Yeah, these groceries weigh a ton.

Mrs. Milgrom gets up and takes a bag from him and together they walk over to the table.

MR. MILGROM: Good exercise! *(slight pause)* That reminds me - you know that radio you've been talking about wanting - a small one you can use to go running with?

CHARLIE: Yeah--what about it?

MR. MILGROM: Well, I got one for you. *(starts to reach into his pocket)*

BUYING STOLEN GOODS SKIT -- Page 2

CHARLIE: *(excited)* Really Dad! Let's see it!

Mr. Milgrom pulls out a small transistor radio and hands it to Charlie.

MRS. MILGROM: There goes this month's budget! Art. . . those radios cost at least \$20.
Do you really think you should have?

MR. MILGROM: Relax, Betty. I bought it from this guy I know. It only cost me \$8.

MRS. MILGROM: \$8 - - that *is* a good price. Lately, you've been getting a lot of stuff really cheap. *(suspiciously)* Who is this guy anyway? Are you sure that--

MR. MILGROM: *(cutting her off)* Sure, sure honey. Don't worry. Besides. . . for eight bucks-- how can you go wrong? Right, Charlie?

CHARLIE: Right, Dad - it's great. Thanks a lot. *(exits playing radio)*

NARRATOR: Scene II takes place around 3:30 in the afternoon in the Milgrom's family room. The scene opens as Charlie enters playing his radio. Suddenly he notices the room is topsy turvy, chairs are knocked over, books are thrown about. He quickly turns off his radio and, as he does so, he overhears his mother in the next room speaking to his father on the telephone.

MRS. MILGROM: *(very upset)* . . . they must have gotten in the back way because the glass panel on the door is smashed. They probably just reached in and opened the door. The police? Yes I called them. What? I don't know what's missing yet! Everything's turned upside down. Just come home. *(pause)* Okay, but hurry. *(hangs up)*

CHARLIE: *(calls out)* Mom, what happened?

MRS. MILGROM: *(enters)* Oh, Charlie . . . someone broke in while we were shopping.

DORY: *(runs in from offstage)* They took our bikes from the garage -- Charlie's and mine!

CHARLIE: Oh, no!

DORY: *(pointing)* And look, the stereo and TV are gone, too.

MRS. MILGROM: My God! I'd better check the silver. *(doorbell rings)* Charlie, see who it is.

CHARLIE: *(goes offstage and calls)* Mom, it's an officer.

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MRS. MILGROM: Let him in, Charlie.

Charlie and Officer Carey walk in together. Officer Carey is carrying a small notebook he or she takes notes in during the rest of the scene.

OFFICER CAREY: Good afternoon, ma'am. I'm Officer Carey. How much did they take?

MRS. MILGROM: Uh. . . the TV and stereo and some bikes. We haven't really had a chance to look yet,

OFFICER CAREY: When do you think this happened?

MRS. MILGROM: When we were out . . . uh. . . between 12 and 3. Yes, because that's when I left to pick Dory up from kindergarten.

OFFICER CAREY: I see. Do you go out every Wednesday at the same time, ma'am?

MRS. MILGROM: *(thinking for a moment)* Yes, I guess I do. I pick up Dory and then we go over to the Mall with a friend of mine and her daughter. We shop and then we sometimes stop for ice cream or coffee.

OFFICER CAREY: Yeah . . . they probably knew your schedule.

MRS. MILGROM: They? Who do you mean? Do you know who did this?

OFFICER CAREY: Not exactly. But it's probably the same ring of kids who've been breaking into other homes in this neighborhood lately. It looks like their work.

MRS. MILGROM: Kids...what do kids do with all this stuff?

OFFICER CAREY: They sell it to a fence. It's usually an older guy who gets them to do it and then sells the stuff really cheap. A little here, a little there. Do you have any serial numbers--

CHARLIE: *(suddenly interrupting the officer without thinking)* I wonder if that's who's been selling Dad all that -- *(stops short because he sees his mother make a motion for him to be quiet)*

OFFICER CAREY: *(turning to Charlie)* What's that ...what did you say?

CHARLIE: Oh nothing - I was just - it wasn't anything.

Buying and selling stolen *goods* is a crime that involves people of all ages and groups. While there is more *data* available about *professionals*, *amateurs* are also involved with the crime. Young people often sell things they have stolen to a receiver to get money. A receiver is any person who knowingly buys, sells or otherwise *traffics* in stolen property. A fence is a professional receiver who buys stolen property and then passes it on to other *outlets* which sell the property to a *consumer*.

It is a well-proven fact that most *thieves* steal things which they can sell to a fence for cash. Fences get a lot of money even though they sell stolen merchandise for less money than it is really worth. Receiving stolen property is estimated to cost business, industry and professions at least \$3.5 billion each year. This figure does not include property stolen from private homes.

Many receivers have *connections* with so-called *legitimate* businessmen who buy stolen goods and then sell them to regular customers at bargain prices. This *practice* is very hard on *ethical* businessmen who lose goods because of theft and also have *competitors* who sell stolen goods for less money.

When people mark items with some identification it helps law *enforcement* officials to return stolen property. It also assists in the discovery and arrest of people involved with the crime.

BUYING STOLEN GOODS GLOSSARY

- amateur* - one who does something without being an expert
- competitor* - a rival
- connection* - a social, professional or commercial relationship
- consumer* - one who uses goods
- data* - information given or admitted as a fact
- enforce* - to put into effect or operation
- ethical* - using high standards of conduct
- goods* - wares; merchandise
- legitimate* - real; genuine; lawful
- outlet* - a market
- practice* - repeated action; habit
- professional* - done for a livelihood or gain; a professional worker
- thieves* - plural of thief: one who steals
- traffic* - to trade (in), to carry on business (in)

BUYING STOLEN GOODS SKILLBUILDER -- Page 2

1. Many words have more than one meaning. Look at the words below. Write a sentence using the word in a different way than it was used in the information article.

1) outlet _____

2) traffic _____

3) practice _____

4) fence _____

5) receiver _____

2. Fill in each blank with the word that fits the definition below. Some of the letters have already been filled in.

1) t _____

2) t _____

3) t _____

4) t _____

5) t _____

6) t _____

1. one who steals

2. using high standards of conduct

3. a market

4. a person who does something without being an expert

5. real or lawful

6. a rival

BUYING STOLEN GOODS SKILLBUILDER -- Page 3

3. Read the following sentences. Mark T if it is true and F if it is false. Rewrite all the F sentences so they are true. You may use the information article.

_____ Most thieves steal things they can sell for cash.

_____ A receiver is a person who steals things.

_____ Receiving stolen property does not cause business to lose very much.

_____ A fence is a person who is involved in the buying and selling of stolen property.

_____ Marking items with some identification helps police return stolen property.

4. Find the words below in a dictionary. Write down the two guide words from the page.

Guide Words

- | | | |
|----------------|-------|-------|
| 1) merchandise | _____ | _____ |
| 2) practice | _____ | _____ |
| 3) traffic | _____ | _____ |
| 4) amateur | _____ | _____ |
| 5) consumer | _____ | _____ |

5. Read the last paragraph of the information article. Put an x in front of the sentence below which describes the paragraph best.

_____ Buying and selling stolen goods is a big business.

_____ Many legitimate businessmen are involved in receiving stolen goods.

_____ Stolen items are more easily recovered by the owners if they have identification marks.

I. Objective

To help students recognize that taking items from one's place of work is stealing; to help them make wise decisions in the face of conflicting feelings and family pressure; and to recognize that this type of theft can have financial consequences for our society.

II. Motivation

Solve this mystery: Joe Scalla owns the Sunny Day Furniture Store. This store has been losing one or two pieces of outdoor furniture weekly for the last month. The outdoor furniture is displayed on a large patio enclosed by a ten foot chain link fence. The fence is kept open during the day and is locked every night by Jerry Howe, the store manager, just before he closes the store to go home. Joe Scalla, or one of his two salesmen who also have keys, usually open the fence when they arrive in the morning.

It all started one day when Joe arrived to find the fence lock had been ripped open and two lounge chairs were missing. He then installed a better lock, a burglar alarm and spotlights. However, the next week four beach umbrellas disappeared overnight and the lock hadn't been touched. This time he bought a guard dog. One morning soon after, a picnic table was gone. Joe Scalla and Jerry Howe, his employee of 10 years, don't know what to make of it. How do you think the furniture disappears?

III. Skit

Have students read aloud or perform skit entitled *No Skin Off Anyone's Nose*.

IV. Follow-up Questions

1. Why do you think Suzanne pushes her new tapes into Carla's hands and rushes off?
2. How do you think Suzanne feels about keeping the cassettes at the end of the skit?
3. Why does Suzanne stop what she is saying suddenly and change the subject when Carla asks her where she got the cassettes?
4. At the beginning of the skit, Sam is complaining that someone has stolen his tape deck. In light of what you now know, how do you feel about his remark?
5. What does Sam mean when he says: "It's no skin off anyone's nose?" Is it true? How do you know?
6. Is taking things from work the same as stealing? What kinds of things? Where do you draw the line?
7. What should Suzanne do?
8. What do you think happens to people who are caught stealing from where they work? Are they brought to court? How can you find out?

EMPLOYEE THEFT LESSON PLAN (cont'd)

V. Suggestions for Activities

- Is there as much employee theft and shoplifting in other countries (for example Great Britain or Japan) as there is in the United States? Who would like to find out?
- Invite an executive of a local chain store or company to speak about problems his firm has with employee theft.

VI. Language Skillbuilder

- Comprehension -
 - To provide practice in expressing the main idea of a reading selection.
 - To determine cause and effect relationship.
 - To provide practice in classifying.
- Vocabulary -
 - To provide review of content vocabulary.
 - To provide practice in word identification.
- Structural Analysis -
 - To determine the number of syllables in a word.
- Study Skills -
 - To provide practice in alphabetizing.
 - To provide practice in reference skills.
 - To practice dictionary use.

SKIT

EMPLOYEE THEFT (4 characters)

NO SKIN OFF ANYONE'S NOSE

Characters: Narrator (boy or girl)
Sam, older brother (20 years old)
Suzanne, younger sister
Carla, Suzanne's friend

Props: Several tapes or 8-track
cartridges.

Suggestions for Costumes: Casual clothes

NARRATOR: Scene I takes place in Suzanne's living room just before dinner. Suzanne is sitting on the floor watching TV when she hears the door slam. Her brother, Sam, enters.

SAM: (*angrily walks in the front door*) First, it was the antenna ripped out and now they've swiped my tape deck! I don't know what's happening any more. Every time I turn around, I'm getting ripped off.

SUZANNE: (*jumping up*) What a drag! And I was counting on listening to those new tapes you brought home last week.

SAM: Yeah, I know (*in a happier voice*) Look -- I brought you some new ones.

SUZANNE: (*excited*) Really? Let me see. Oh wow! (*names three popular recording groups*) These are just the ones I've been wanting, too! Where did you get them anyway?

SAM: (*in a lower voice*) Like I told you -- from the store.

SUZANNE: That's right, I remember. But I can't believe it. Do they let you just take these?

SAM: Sure. It's part of the job. You grab a little here, a little there--you know what I mean?

SUZANNE: (*a little unsure*) Well--

SAM: (*puts her on the head*) Look--all the guys do it. It's no skin off anyone's nose--all right?

SUZANNE: (*smiling*) Sure, Sam.

SAM: What's Mom cooking anyway? Smells good--spaghetti? (*they both exit*)

NARRATOR: Scene II takes place the next day after classes outside school.

SUZANNE: Hi, Carla.

CARLA: Hi.

SUZANNE: See my new tapes?

CARLA: (*looking at tapes*) They're all super. You've been getting a lot of great tapes lately.. Where are you getting all the money?

SUZANNE: Oh, my brother gets them for me where he--(*stops short and quickly changes the subject*) Hey, Carla, Lisa told me you and your folks are moving. I can't believe it. Is it true?

CARLA: (*sadly*) Yeah--it sure is.

SUZANNE: I'm really going to miss you.

CARLA: I'm going to miss you, too. I really wish we weren't going away.

SUZANNE: How come your folks are moving anyway?

CARLA: It's because of my Dad. His business--you remember the hardware store uptown? He just lost a lot of money in it.

SUZANNE: But I thought you were rich?

CARLA: So did I. But I guess we're not. Dad says a lot of things went wrong. For one thing, the people who worked for him were stealing a whole lot.

SUZANNE: You mean money from the cash register?

CARLA: Yeah--but stuff from the store, too. You know, paint, tools, things like that.

SUZANNE: Didn't your father know?

CARLA: Not until it was too late. I guess he trusted everyone too much. He just didn't watch them enough. But anyway, he's not the kind of guy that can go snooping around everyone, you know?

SUZANNE: (*a little nervously*) Yeah, that's too bad.

CARLA: So now we're moving. One good thing though--Lisa's giving me a good-bye party next Saturday night at her house and I'd like you to come. Oh--and bring your tapes.

SUZANNE: (*quickly*) Here, you take them now! (*pushes tapes into Carla's hands*)

CARLA: But Suzanne--you just got these! I don't need them until--

SUZANNE: (*interrupts Carla*) No, no--just take them. (*rushes off stage*) I've got to go.

CARLA: (*stands alone on stage holding tapes looking bewildered*)

In 1974 the estimated cost of ordinary crime to American business was \$20.6 billion. Ordinary crime includes shoplifting, *burglary*, vandalism, passing bad checks, *robbery*, and *employee theft*. *Employee theft* causes *wholesale* businesses and *retailers* to lose at least \$2.5 billion a year.

This estimate does not include losses caused by *embezzlement*. It also does not include money lost in federal government programs. In a recent report, the Office of Inspector General estimated that in 1977, slightly more than \$1 billion of misspent federal program money was due to *fraud* and abuse.

Who is responsible for employee theft? Employees at every job and salary level in stores, offices, warehouses, banks, plants -- all areas of business -- are involved. That means the executives are just as likely to steal from the business as are the supervisors or the workers. It is estimated that between 8-10% of the employees are hard core *pilferers* and another 40% steal on occasion.

What items do employees commonly steal? Employees in industry often take office supplies or materials used in manufacturing. Those who work in stores steal cash from the register and merchandise from the shelves. In fact, employees steal more than shoplifters. More than one official *estimate* shows that 75% of all *inventory* shortages in retail stores are due to employee theft.

Efforts are being made to decrease employee theft. Law enforcement agencies are increasing activities in this area and business is increasing security rules. Some businesses do not do anything about employee theft because they cannot prevent all of it. However, if the employer treats employees fairly, has good management, and is firm about *security* rules, the theft would *diminish*.

EMPLOYEE THEFT GLOSSARY

burglary - breaking into a home or building with the intent to steal

diminish - to make less

embezzle - to take for one's own use money or property entrusted to one's care

employee - one who works for wages or salary

estimate - to judge approximate cost

fraud - deception; trickery

inventory - an itemized list of goods, merchandise

pilfer - to steal, by taking articles of little value

retailer - merchants, storeowners, dealers; those who sell directly to customers

robbery - taking personal property from someone by violence or threat

security - freedom from exposure to danger; protection

theft - act of stealing

wholesale - selling goods to retailers instead of customers

EMPLOYEE THEFT SKILLBUILDER -- Page 2

1. Put an x in front of the best newspaper headline for the employee theft information article.

_____ Employee Theft Problem Diminishes

_____ Billions Lost Each Year to Employee Theft

_____ Small Number of People Discovered Stealing From Employers

2. Put an x in front of the best ending to the following sentence.

Because of employee theft _____

_____ stores do not have things to sell to customers.

_____ business makes a lot of money.

_____ customers pay more money for things they buy.

3. Look at the words in the Word Bank below. Put them in alphabetical order.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

4. Find the words that are listed in the Word Bank. Words may be horizontal

diagonal



, or vertical



c d a r e b o z t f m e
e s t i m a t e y p l m
r o f r a u d r g n o b
h k l a e b o t m w c e
s t i k p t e m c h g z
e z h s n r a q t o m z
c s u e w d e i b l r l
u r v z f p n r l e h e
r n i e n t c b f s l e
i o l m a r d l i a c z
t r k j e s i e h l f t
y o m t n p b k w e a z

WORD BANK

fraud	estimate
theft	retail
pilfer	wholesale
embezzle	security
inventory	crime

EMPLOYEE THEFT SKILLBUILDER -- Page 3

5. Read the following sentences. Every time you see the word BANANAS change it to a word that completes the sentence. You may use the information article and glossary to help you find the right word.

People who steal items of little value are called BANANAS.

Billions of dollars worth of BANANAS are lost because of employee theft.

Good management would help BANANAS employee theft.

BANANAS is not included in the \$2.5 billion estimate of employee theft loss to business.

6. Add the word in italics that belongs.

Ordinary Crime

shoplifting

employee theft

burglary

assault

vandalism

murder

hijacking

7. Separate the following words into syllables. Use a dictionary, if necessary.

1. estimate _____

2. fraud _____

3. inventory _____

4. embezzle _____

5. security _____

6. theft _____

7. employee _____